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STATE ANNUAL EVALUATION REPORT FOR 1970-71 TITLE I
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
PUBLIC LAW 89-10, AS AMENDED

and

A SYNOPSIS OF 149 ESEA TITLE I PROJECTS IN MONTANA

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State of Montana
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PREFACE

The purpose of Title I evaluation is to provide a sound basis for determining whether programs are to be expanded, modified or shifted in terms of objectives and activities. Evaluation is essential to secure quantitative and qualitative evidence to ascertain the impact of Title I on educationally deprived children.

An annual evaluation of Montana's ESEA Title I programs is required by federal law. The Title I staff in my office has the responsibility for evaluating programs and disseminating information to school officials and other interested parties about projects and programs designed to strengthen the education of educationally deprived children.

This report contains a summary of data and information compiled from Title I programs operated by school districts and deals only with programs for educationally deprived children. Specialized programs conducted for children of migratory agricultural workers and for handicapped, neglected and delinquent children residing in state-supported institutions are described in separate reports.

Major responsibility for the preparation of this report was assumed by Dean M. Lindahl, ESEA Title I Supervisor, with the assistance of Donald Campbell, Theodore Clark and Jeanine Gilmartin, Ph.D., ESEA Title I Program Specialists, and Mrs. Violet Kelley, ESEA Title I Fiscal Administrator.

DOLORES COLBURG
Superintendent of Public Instruction

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BASIC STATISTICAL DATA

During the sixth year of Title I operation in Montana, 157 projects totaling \$2,772,207 were approved to assist school districts and state institutions for the handicapped, neglected and delinquent with special educational programs. The data in Title I show that the total funds approved for this purpose constituted 84.02 percent of the total grant of \$3,299,390. Montana's six institutions for the handicapped, neglected and delinquent applied for and were given approval for receipt of all but \$11,007 of the \$306,034 grant available and Montana's school districts applied for and were given approval for receipt of 82.75 percent of the total grant available. Not shown in Table I are \$240,378 in FY '70 carryover funds which were used to assist in the support of activities in 92 projects.

TABLE I
ESEA TITLE GRANT AND APPROVED AMOUNTS FOR
SCHOOL DISTRICTS AND STATE INSTITUTIONS

	Grant Amount	Approved Project Amount	Percentage
School Districts	\$2,993,356	\$2,477,180	82.75
State Institutions for the Handicapped	181,087	170,080	93.92
State Institutions for the Neglected	45,529	45,529	100.00
State Institutions for the Delinquent	79,418	79,418	100.00
Totals	\$3,299,390	\$2,772,207	84.02

In Montana, each public school district is eligible for and is entitled to receive an ESEA Title I allocation. Montana has many rural districts with small school enrollments as well as a small number of persons aged five through 17 residing in the district. A review of Montana elementary school districts reveals that 42 percent of all elementary schools are one-teacher schools (30 percent) and two-teacher schools (12 percent) with a range in enrollment from one pupil to less than 50 pupils. Consequently, these districts have small allocations, the smallest being \$21. Only about one out of five Montana school districts has an allocation greater than the \$2,500 minimum amount established to assure a project of size, scope and quality as outlined in Section 116.18 of the Federal Regulations. As a result many districts, especially those in the more isolated areas of Montana, must combine their allocations in a cooperative project in order to qualify for Title I funds. The data in Table II show that there were only 31 single district projects during FY '71 and that 57 percent of the remaining 118 projects were cooperative projects involving two districts. The greatest number of districts in any one project was found in a cooperative project involving 15 districts with a total project approved amount of \$13,570 and 34 participants. The average number of districts in a cooperative project was three.

TABLE II

NUMBER OF DISTRICTS IN TITLE I PROJECTS AND
NUMBER OF PROJECTS IN EACH CATEGORY

Number of Districts in Title I Projects	Total Number of Projects
1	31
2*	68
3	18
4	7
5	3
6	6
7	6
8	3
9	1
10	1
11	2
12	1
14	1
15	1

*One project includes a district and state institution

The data in Table III show that 448 or 61 percent of the 740 Montana districts participated in a Title I project during FY '71. Of these participating districts, 134 were high school districts and 314 were elementary districts. The table further reveals that 81 percent of all high school districts and 55 percent of all elementary districts were involved in a Title I project. This table also shows that all eight Montana institutions for the handicapped, neglected and delinquent filed applications for Title I funds and participated in projects designed to assist the disadvantaged children assigned to the institution. These institutions had approved project amounts totaling \$295,000. (Table I, Page 1)

The data in Table IV show the number and percent distribution of Title I projects as well as the dollar amount and percent distribution of Title I funds. This table reveals that almost one-third (31 percent) of all projects approved during FY '71 had approved project amounts less than \$4,999 and that the total approved amounts for such projects constituted less than seven percent (6.5 percent) of the total amount approved. The greatest amount of funds, \$536,341 or 21.5 percent, was approved for 18 projects in the \$20,000 to \$39,999 category. This table also reveals that 138 projects or 92.6 percent of the Title I projects approved for local educational agencies had project amounts totaling less than \$40,000 each and that the total funds for these projects amounted to only 58 percent of the total amount approved.

TABLE III
SUMMARY OF ESEA TITLE I
DISTRICT, PROJECT, PUPIL AND STAFF PARTICIPATION
FISCAL YEAR 1971

1.	Number of School Districts in State			740	
a.	Number of high school districts	166			
b.	Number of elementary districts	574			
2.	Number and Percent of School Districts in Title I Projects			448	(61%)
a.	Number and percent of high school districts	134	(81%)		
b.	Number and percent of elementary districts	314	(55%)		
3.	Total Number of ESEA Title I Projects			149	
a.	Regular school term projects	109	(73%)		
b.	Regular school term and summer projects	16	(11%)		
c.	Summer projects only	24	(16%)		
4.	Total Number of Single District Projects			30	
5.	Total Number of Cooperative District Projects			119	
6.	Total Number of Pupil Participants			8,441	
a.	Number and percent of public school participants	7,675	(91%)		
b.	Number and percent of non-public school participants	508	(6%)		
c.	Number and percent of "youth not enrolled"	258	(3%)		
7.	Number of Regular School Term Salaried Staff Members*			872	
a.	Number of regular school term full-time equivalencies (FTE)	490.21			
8.	Number of Summer Term Salaried Staff Members*			512	
a.	Number of summer term full-time equivalencies (FTE)	393.2			
9.	Number of State Institutions in Title I Projects			8	

* Data from approved ESEA Title I applications

TABLE IV

NUMBER AND PERCENT DISTRIBUTION OF TITLE I PROJECTS WITH
ACCUMULATIVE PERCENTAGE AND DOLLAR AMOUNT AND PERCENT
DISTRIBUTION OF TITLE I PROJECT APPROVED AMOUNTS
WITH ACCUMULATED PERCENTAGES

FISCAL YEAR 1971

Approved Project Amounts	Number of Projects*	Percent of Projects Each Category	Accumulative Percentages	Approved Project Amounts Each Category	Percent Approved Project Amounts Each Category	Accumulative Percentages
\$200,000 & Up	2	1.34	100.00	\$483,113	19.38	100.00
100,000 to 199,999	0	0	98.66	0	0	80.62
80,000 to 99,999	2	1.34	98.66	176,157	7.07	80.62
60,000 to 79,999	0	0	97.32	0	0	73.55
40,000 to 59,999	7	4.70	97.32	388,206	15.57	73.55
20,000 to 39,999	18	12.08	92.62	536,341	21.51	57.98
10,000 to 19,999	31	20.81	80.54	443,651	17.79	36.47
5,000 to 9,999	43	28.86	59.73	304,590	12.22	18.68
2,500 to 4,999	39	26.17	30.87	148,132	5.94	6.46
Less than 2,499**	7	4.70	4.70	13,162	.52	.52

* Local Educational Agencies only

** These projects also funded with FY '70 carryover funds

The data in Table V show that of a total of 8,441 Title I participants, 7,675 or 91 percent were public school children, 508 or six percent were non-public school children and 258 or two percent were youth not enrolled in school. The persons completing the information for the evaluation instrument were asked to include dropouts who participated in the Title I program in the "youth not enrolled" column and it appears that some respondents considered pre-school children not yet of the age to be included in the state equalization aid program to be "youth not enrolled." This data compares to 88 percent public school participants, nine percent non-public school participants and three percent "youth not enrolled" participants during FY '68; 83 percent public school participants, 12 percent non-public school participants and five percent "youth not enrolled" participants during FY '69; and 92 percent public school participants, six percent non-public school participants and two percent "youth not enrolled" participants during FY '70. Further, the total number of participants, 20,477 in FY '68, was reduced by 41 percent in FY '69 to 12,081 and in FY '70 the number of participants was reduced to 7,420. The total number of participants increased to 8,441 in FY '71. The average approved expenditure per participant from Title I funds increased by \$85 or 59 percent from \$143 per participant in FY '68 to \$228 per participant in FY '69. The average approved expenditure per participant from Title I funds again increased by \$99 or 43 percent from \$228 per participant in FY '69 to \$327 per participant in FY '70. The average approved expenditure per participant from Title I funds decreased by \$34 from \$327 per participant in FY '70 to \$293 per participant in FY '71. The fact that the average approved expenditure per participant is at the \$300 level or almost one-half of the average per pupil cost in Montana for two consecutive years may indicate that projects are more carefully planned and services are being concentrated on a limited number of disadvantaged children, thus, adhering more closely to the guidelines and the intent of the Act.

TABLE V
GRADE DISTRIBUTION OF TITLE I
PARTICIPANTS BY TYPE SCHOOL

Grade Level	Public School Children	Non-Public School Children	Youth Not Enrolled In Any School	Total Participants (Cols. 2+3+4)
(1)	(2)	(3)	(4)	(5)
Pre-Kindergarten	69	11	43	123
Kindergarten	272	10	159	441
Grade 1	529	77		606
Grade 2	1,036	50		1,086
Grade 3	742	52		794
Grade 4	649	39		688
Grade 5	645	58	1	704
Grade 6	575	37		612
Grade 7	623	41	1	665
Grade 8	576	49		625
Ungraded (Elementary)	203			203
Grade 9	568	42	3	613
Grade 10	430	17	15	462
Grade 11	345	17	9	371
Grade 12	266	8	25	299
Ungraded (High School)	147		2	149
Total	7,675	508	258	8,441

ESEA TITLE I STAFF VISITS

During FY '71 the ESEA Title I staff made 292 visits to districts participating in Title I. These staff visits can be categorized by objective as follows: 1) Planning, 2) Review, 3) Fiscal Monitoring and 4) Miscellaneous.

Planning

Of the 292 staff visits 97 or 33 percent were primarily devoted to assisting school officials and their staff with the planning of effective projects. Through these visits the ESEA Title I staff provided leadership, consultative and technical assistance to local staffs in such areas as identifying pupil needs, defining project objectives, determining appropriate activities to reach those objectives and selecting alternatives which offer greater promise of helping the disadvantaged child.

In addition to these visits the ESEA Title I staff provided leadership and consultative services to school officials, project directors, authorized representatives and project supervisors who visited the Office of the Superintendent of Public Instruction to secure help in project planning.

Review

Of the 292 staff visits 165 or 57 percent were on site reviews of Title I projects. During the visit all phases of the program (planning, program development, program operation, evaluation and fiscal control) were considered and discussed. Each visit was specifically designed to assess the manner and degree to which the districts were implementing and operating the program as approved by the Office of the Superintendent of Public Instruction.

Also, the ESEA Title I staff rendered technical assistance such as interpretation of laws and regulations, management procedures and preparation for the development of the next year's application. Further, the Title I staff assisted with the identification of promising practices in compensatory education and the identification of resource people who could provide expertise in certain phases of the program.

Six of the larger Title I projects in Montana were also reviewed by a team consisting of five or six members of the State Superintendent's staff. Team visitations were scheduled only on projects that had several components and large allocations.

Fiscal Monitoring

The fiscal activities of all ESEA Title I projects are reviewed each calendar quarter upon receipt of the quarterly request for funds and a copy of the financial transaction records. However, of the 292 staff visits 30 or ten percent were on-site fiscal monitoring. Fiscal monitoring included a review of the financial records, the appropriate accounting coding and identifying costs and expenditures that may be questionable and result in an audit exception.

Miscellaneous

In addition to the 292 staff visits there were other contacts with school officials not easily classified in any category outlined above. These included activities such as ESEA Title I staff attendance at various administrator conferences and education conventions. Although attendance at these conferences and conventions was not primarily for the purpose of discussing Title I, much groundwork for the development of future programs was developed along with discussing and providing assistance in special problem areas. It is believed that, although not considered planning sessions, these incidental visits did result in more formal planning of new and/or revised activities.

DESCRIPTION OF CHANGES MADE TO IMPROVE THE QUALITY OF TITLE I PROJECTS

In an effort to improve the quality of Title I projects, to better serve the school districts and to facilitate the operation of Title I, the Superintendent of Public Instruction in 1969 divided the state into three regions with an ESEA Title I program specialist assigned to represent each region. Each region is composed of 18 or 20 counties and about an equal number of projects. The addition to the ESEA Title I staff of three program specialists, each representing one of three regions, has increased on-site visitations, thus, providing more assistance to school officials in the areas of program planning, implementation, operation and evaluation. From the basis of experience of the first two or three years of Title I operation, it was determined that the same program specialist should work with the same school official throughout the year in project development and project implementation. Previous to 1969 a school official may have dealt with a different staff member each time a new project, or an amendment or a budget change was made.

As a part of his responsibilities, each program specialist visits each project in the region he represents. During the on-site visit the program specialist compares the approved project proposal with the operation of the project and reviews the efforts made by the school district to attain the objectives of the project. He notes and points out to the superintendent of schools and the Title I project directors or supervisors the strengths or weaknesses that he has observed. He makes short-term and long-term suggestions relative to the project. He also has the opportunity to share ideas with the Title I personnel that he may have gleaned from visits to other projects. As a result of the assignment of an ESEA Title I program specialist to each region of the state, the school officials now feel that they have more direct contact with the Office of the Superintendent of Public Instruction and have found that this personal contact is useful both to them and the Superintendent's staff. All of this has resulted in an improvement of the quality of the approved Title I projects. The ESEA Title I program specialist has gained sophistication in screening the applications received from the school districts. This has had the effect of narrowing the thrust of Title I and of concentrating on the most educationally disadvantaged children. Another effect has been for the school officials to think in terms of individualizing the educational programs for Title I children.

A newsletter entitled *Timberline* was developed and three issues were mailed to all persons participating in Title I programs. The purpose of the newsletter is to provide a vehicle for the dissemination of information about Title I projects.

In addition to a newsletter, a synopsis of all Title I projects during 1971 is made a part of this evaluation report for distribution to school officials and Title I administrative personnel.

PROJECT OBJECTIVES

On the application for federal assistance under Title I of the Elementary and Secondary Education Act of 1965 the applicant is asked to state the goals and objectives of the project. Without clearly defined goals and objectives, efficient evaluation of the project is almost impossible. Furthermore, there is very little, if any, sound basis for selecting appropriate instructional methods, content or materials. Another reason for identifying and keeping project objectives clearly in focus is that the degree to which participants are able to perform can be continuously evaluated.

The data in Table VI show that the objective "to improve classroom performance in other skill areas" was a project objective in 119 or 80 percent of the 149 projects and the objective "to improve classroom performance in reading" was a project objective in 118 or 80 percent of the 149 projects. Also worthy of note are the project objectives "to change, positively, attitudes toward school and education" and "to improve the children's self-image" as well as other objectives relating to attitudes and behavior. It seems to be more obvious each year that attitudes and behavior must be altered in a positive manner if the project participants are to be expected to raise their level of educational attainment as prescribed in the Act.

TABLE VI
ESEA TITLE I PROJECT OBJECTIVES

ESEA Title I Project Objectives	Total Number of Responses
To improve classroom performance in other skill areas	119
To improve classroom performance in reading	118
To change, positively, attitudes toward school and education	58
To improve the children's self-image	38
To improve children's verbal functioning	37
To improve performance on standardized achievement tests	26
To increase expectations of success in school	24
To raise occupational and/or educational aspirational levels	16
To improve the children's emotional and social stability and/or that of their families	16
To improve the holding power (decrease dropout rate)	15
To improve and increase the children's attention span	13
To improve the children's average daily attendance	11
To improve children's non-verbal functioning	10
To improve physical health	10

NUMERICAL EVALUATION

The evaluator, when completing the evaluation form, was asked to identify the activities used to achieve the stated objectives. The evaluator also was asked to indicate the educational improvement of the participants. The data in Table VII show the activities identified by evaluators as being used to achieve an objective and the number of participants showing a degree of change by having participated in the activity.

TABLE VII
NUMERICAL EVALUATION
CHANGE RESULTING FROM EDUCATIONAL ACTIVITIES

Educational Activity	Number of Students Showing a Degree of Change				Total
	Marked Improvement	Some Improvement	No Improvement	Decreased	
Reading	2,547	2,201	597	343	5,688
English-Reading	356	365	161	70	952
Mathematics	1,091	981	410	144	2,626
Science	216	162	165	24	567
Social Science	811	697	218	57	1,783
Vocabulary	643	476	170	58	1,347
Spelling	13	47	9	0	69
Attitude Improvement	530	395	148	21	1,094
Attention Span	29	177	19	0	225
Tutoring	131	263	104	34	532
Health	263	79	66	0	408
Decision Making	308	89	50	0	447

DISSEMINATION OF PROJECT INFORMATION AND DATA

Information dissemination is a legal requirement. Title I of the Elementary and Secondary Education Act of 1965 (P.L. 89-10, as amended) specifies that a school district when applying for a grant must provide satisfactory assurance that:

“...effective procedures will be adopted for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. . .”

The official application for Title I funds requests a description of the methods and procedures to be used for carrying out the dissemination program and a description of the efforts to be made to utilize available information and to make information available to the community, to Title I personnel in other communities and to the Office of the Superintendent of Public Instruction.

Also, subsection 5.8 of the criteria for approval of Title I applications (Program Guide No.44, USOE) specifies that a Title I application, to be approved, *must* include provisions for dissemination of information.

Dissemination of information is always a difficult task. Emphasis should be placed on information dissemination that will contribute to improved program planning and operation and which will include the involvement of the staff, the children, the parents and the community. Dissemination procedures and techniques may include, along with the required annual report to the State Superintendent of Public Instruction, a newsletter, news releases, staff meetings, inservice training programs and radio and television coverage.

The data in Table VIII show that presentation of information and data in staff meetings, news releases and feature stories in newspapers, PTA meetings, newsletters and bulletins to staff members, and presentation of information at public meetings are the dissemination techniques employed most frequently by local educational agencies.

TABLE VIII
EXTENT TO WHICH CERTAIN TECHNIQUES AND METHODS
OF DISSEMINATING INFORMATION ABOUT TITLE I
ACTIVITIES WERE USED

Techniques and Methods of Disseminating Information	Number of Times Technique or Method was Used
News releases and feature stories in newspapers	76
Presentation of information and data in staff meetings	73
PTA meetings	56
Newsletters and bulletins to staff members	44
Presentation of information and data in public meetings and community groups	27
Brochures or pamphlets sent to parents	26
Presentation of information and data over the radio	17
Special radio coverage of the project	17
Publications for local community distribution	9
Open house	8
Use of Local Advisory Council to disseminate information	7
Presentation of information and data over television	1
Special television coverage of the project	1

The state Title I staff uses several techniques to disseminate information. A booklet entitled "A Synopsis of 135 ESEA Title I Projects in Montana" was prepared and distributed to Title I authorized representatives and school officials. This booklet includes, along with basic information about a project, a brief description of project activities and services.

Periodically, approximately two or three times each year, a memorandum containing basic project information which includes district identification, project name and the approved amount is prepared for dissemination. At the end of the fiscal year the several memorandums are incorporated into one memorandum. Also, as required, informational memorandums regarding application procedures, allocation information and other pertinent information about Title I are distributed to all school district officials and Title I authorized representatives.

INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS

The data in Table IX show the extent to which Title I received supplementary assistance from other federal and state programs. The federal regulations specify that when developing a Title I program the applicant must take into consideration those benefits that are or may be available for children through various agencies of the federal government as well as through state and local agencies and private non-profit organizations. The purpose of the interrelationship of Title I with programs of other agencies is to avoid a duplication of efforts and to assure the most effective use of Title I funds toward meeting the needs of educationally deprived children.

TABLE IX
EXTENT TO WHICH TITLE I RECEIVES SUPPLEMENTARY
ASSISTANCE FROM OTHER FEDERAL
AND STATE PROGRAMS

Federal and State Programs Providing Supplementary Assistance to Title I Projects	Number of Projects Receiving Supplementary Assistance
ESEA Title II	9
Neighborhood Youth Corps - OEO - Community Action Agency	1
NDEA Title III	9
ESEA Title III	7
U. S. Department of Agriculture Food Program	4
Head Start - OEO - Community Action Agency	1
Johnson O'Malley Funds	8
Career Opportunity Program	1
Education Professions Development Act	4
Vocational Education Act of 1963	1

It should be expected that ESEA Title II may provide supplementary assistance to Title I. The ESEA Title II program operated by the State Superintendent's office provides library books to each eligible elementary and secondary district in Montana. The school lunch program, sponsored by the U.S. Department of Agriculture and the Title I program relate quite well in that the food program is used to provide food services for educationally deprived participants who are also economically deprived.

TITLE I PROJECT EXPENDITURES

Table X shows the percentage of the total Title I fiscal year 1971 disbursements expended for salaries, contracted services and other expenses. A review of the Table reveals that almost three-fourths (74.4 percent) of the total of \$2,210,163 was expended for instructional services and slightly more than two-thirds (68.8 percent) of the total was expended for instructional salaries. Administrative salaries accounted for 7.7 percent of the total expenditures and the total administrative costs were 8.7 percent. Only one percent was expended for equipment.

Total salaries accounted for almost 82 percent of the total expenditures. This, together with fixed charges (accounting code 800) which includes all employee benefits, accounts for 90 percent of the total expenditures. This indicates that projects are "buying" personnel rather than equipment and supplies to assist project participants in raising the level of their educational attainment.

TABLE X
PERCENTAGE OF TOTAL TITLE I DISBURSEMENTS EXPENDED
IN EACH EXPENDITURE ACCOUNT NUMBER BY SALARIES,
CONTRACTED SERVICES AND OTHER EXPENSES

Expenditures for Operation		Percent of Title I Funds Expended		
Expenditure Accounts	Account Number	Contracted Services and Other Expenses		Total
		Salaries		
Administration	100	7.70%	1.00%	8.70%
Instruction	200	68.80	5.60	74.40
Attendance Services	300	1.57	.03	1.60
Health Services	400	2.97	.66	3.60
Pupil Transportation Services	500	.08	.94	1.00
Operation of Plant	600	.61	.20	0.80
Maintenance of Plant	700	.01	.06	0.10
Fixed Charges	800	-0-	7.88	7.90
Food Services	900	.01	.78	0.80
Student Body Activities	1000	-0-	-0-	-0-
Community Services	1100	.09	.11	0.20
Equipment	1230	-0-	1.00	1.00
Expenditures for Construction		-0-	-0-	-0-
Totals		81.85%	18.15%	100.00%

PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN

To insure proper participation of non-public school children, a routine cross-check is made at the time the application is submitted by the district official. If the school district has a non-public school located within its boundaries, the application must contain a signed, dated statement of evidence of program activities for disadvantaged children from the non-public school or a signed, dated statement from the non-public school administrator that their disadvantaged children will not participate in the project. The district's Title I administrator has been charged with the responsibility of conferring with the non-public school officials in their district to explain the Title I program and encourage participation to the extent permitted under the Act.

ESEA Title I program specialists in the Office of the Superintendent of Public Instruction state that in the majority of the cases cooperation between the officials of public and non-public schools was established without encountering any serious problems. However, in a few instances difficulty was experienced, especially in determining the needs of non-public school children, in scheduling and avoiding time conflicts of activities and in establishing transportation service between the non-public school and the project site.

CHANGES MADE TO MODIFY PROJECTS IN LIGHT OF STATE AND LOCAL EVALUATION

ESEA Title I program specialists make on-site visits to most of the projects in Montana. A formal written report follows the visitation.

At the time of the visit by the ESEA Title I program specialist the strong and weak points of a Title I project are assessed. Constructive criticism is given and should it appear that federal guidelines are not being followed or that the project is not being operated in accordance with the approved proposal, more stringent requests are made to bring the program in line with the Title I concepts. Most modifications are minor in nature.

During the past three or four years the project directors and supervisors have been encouraged to use more testing to secure hard data and to rely less on subjective judgement. They have also been encouraged to consult with professional educators and other specialists in educational research regarding the design and implementation of a well balanced evaluation program. The effects of these efforts are difficult to isolate; however, the quality of project applications has steadily improved over the past three years.

Special emphasis has been placed on identifying educationally disadvantaged children and on determining the priority needs of these children rather than the needs of the general program of the school system. This has resulted in programs being better suited to the individual needs of the eligible children and in more comprehensive services being provided identified children. Concentration on comprehensive needs of educationally disadvantaged children has also led to better coordination of services and other resources available from other local, state and federal agencies.

A concerted effort was made to encourage and assist project directors and supervisors to write specific measurable objectives and plans for evaluating each measurable objective, to evaluate periodically and to carefully diagnose the evaluation results of their activities. Occasionally it was found that teaching techniques needed to be changed or certain aspects of the program needed to be revised in order to reach the desired objectives.

EFFECT UPON EDUCATIONAL ACHIEVEMENT

The Impact on Reading Achievement Levels of Educationally Deprived Children

Montana does not have a statewide testing program or a testing service. Standardized aptitude or scholastic achievement tests are not furnished by the Office of the Superintendent of Public Instruction nor does the Office have the authority to recommend the selection of or to discourage the use of any particular kind or type of test.

Each school district designs its testing program using as its guide the philosophy of the administrative staff, the guidance counselor, the personnel director or the school psychologist, psychiatrist or psychometrist and, of course, the amount of funds and time available.

In view of this, the Superintendent of Public Instruction cannot provide objective statewide evidence, standardized test results, comparative data with state or national norms or statewide assessment of the impact of Title I on project participants or a comparison of the achievement of project participants with that of non-Title I pupils. As a result, it is difficult to make a comprehensive and statistically accurate study of educational achievement of Title I participants. The data in Table VII, page 15, show the activities identified by the evaluator as being used to achieve the stated objectives and the number of participants showing changes having participated in the activity.

Common Characteristics of Effective Title I Projects

Projects in Montana used a wide variety of approaches in attempting to ameliorate the problems of the disadvantaged child. While nearly all the evaluation reports from school officials indicated varying degrees of success, those projects which appeared to be the most successful were the ones which provided individual attention for the disadvantaged child; which were carefully planned to achieve a limited number of objectives; which had developmental goals rather than remedial goals; which altered school personnel to the needs of the disadvantaged children and aroused sympathy for those needs; which provided inservice training to prepare the teacher and paraprofessionals for their assigned tasks; which were designed to provide programs utilizing the services of social workers, consultants, psychologists, health personnel guidance personnel for the elementary pupils, paraprofessionals and additional instructional personnel; and which had more effective utilization of hardware. It would seem that the pupil receives the most help when he has an individual claim for the attention of an adult. Therefore, a well balanced program which provides for the disadvantaged child's educational, physical, cultural and emotional needs is the most successful.

Effectiveness of Title I as Related to Cost

There are no data available in Montana to either prove or disprove that the effectiveness of Title I projects is related to expenditure of funds. Certainly any time the teacher-pupil ratio is lowered, education will cost more. Individualized instruction is one of the most effective components contributing to success of a Title I project. From subjective analysis of evaluation reports submitted by the school officials, there seems to be a positive relationship between per pupil cost and project effectiveness. The data in Table X, page 20, show that 90 percent of the Title I funds are expended for salaries and employee benefits. This indicates that personnel rather than hardware and supplies are being used to help educationally disadvantaged children.

EFFECT OF TITLE I PROJECTS ON THE ADMINISTRATIVE STRUCTURE AND EDUCATIONAL PRACTICES

In February of 1970 the State Superintendent reorganized her staff and placed the ESEA Title I program in the Development of Basic Skills component. The ESEA Title I staff consists of a supervisor, three program specialists, a fiscal administrator and three secretaries. The ESEA Title I supervisor is responsible for all the activities of Title I within the state. Each of the three program specialists is responsible for the planning, development, implementation, operation and evaluation of the programs in his assigned region. The three program specialists also are responsible for assisting school district officials in the planning, designing, implementation, operation and evaluation of the Title I programs. The fiscal administrator is responsible for monitoring the financial transaction records of all the projects within the state as well as preparing the quarterly and annual financial reports for the Office of Education. The three secretaries are responsible for typing project approvals, correspondence and maintaining project files.

One unique feature of the Title I staff is its ability to move across program lines within the Office of the Superintendent of Public Instruction. Because of the broad range of Title I program activities that are submitted for approval by school officials, the personnel on the Superintendent's staff are called upon many times for their advice, consultation, expertise and guidance. This has led to strengthening Title I programs for disadvantaged children.

With respect to changes in the administrative structure and the educational practices of school districts, the ESEA Title I program specialist has encouraged school officials to assign personnel to supervise the Title I program and to grant the supervisor adequate time to do an effective job. Also, the program specialist has encouraged the hiring of specialized personnel in the areas of guidance, health and social work. Inservice training programs, wherein Title I staff as well as all school personnel may become aware of and familiar with the needs of the disadvantaged child, were suggested for most project applications.

Although the Office of the Superintendent of Public Instruction has no concrete evidence of changes in the administrative structure and the educational practices of non-public schools, it appears that Title I has had some effect on the educational practices as observed through an increased use of teacher aides and instructional equipment. There seems to be more communication between public school and non-public school personnel since the advent of Title I.

COMMUNITY AND PARENTAL INVOLVEMENT

During the first two or three years of Title I, little was done to involve parents in the planning or operation of Title I programs. However, as a concept of parental involvement began to take hold, many schools found that the success of the programs, as well as the success of each individual participant, was directly related to the involvement and cooperation of the parents.

The ESEA Title I staff has long encouraged school officials to involve the parents and the community actively in the planning and operation of a Title I project.

ESEA Title I specialists have encouraged project supervisors to include in their project specific activities and services for parents which are related to the needs of their children. Types of activities or services which are made available to parents are: school social work services, home contacts by members of the Title I staff, parental discussion groups, inclusion of parents in school activities as paid or unpaid volunteers, placement of appropriate materials in the home that parents may use to assist their children, orientation sessions to help parents become familiar with equipment and materials their children use in school, as well as other activities which may be desirable in order that the parents may relate to their child's participation in project and school activities. The Title I staff anticipates a change in the amount of parent involvement in Title I projects, especially with the parent council requirement of the Act.

PROJECT NUMBER: 71-56-0970-01-0001

NAME OF PRIME
APPLICANT: Laurel Elementary School District No. 7-70

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$17,574.00

TOTAL NUMBER
OF PARTICIPANTS: 54 (public school 54)

AUTHORIZED
REPRESENTATIVE: Mr. Leonard A. Wollan
Superintendent of Schools
School Districts 7-70 and 7
Laurel, Montana 59044

TITLE OF PROJECT: Individualized Services for the Disadvantaged

DESCRIPTION:

The regular school project employs a full-time social worker and a half-time nurse. The social worker refers health problems to the nurse, makes home visitations to assist in overcoming emotional problems and works with potential school failures to eliminate the causes of school-related problems. The nurse arranges for medical examinations and makes referrals to clinics, dentists, medical health centers and professional medical personnel. She works closely with the welfare department. Dental and medical services are made available to identified students to correct visual and dental impairments. Speech therapy is provided in the summer program to improve the communication problems of the Title I children.

PROJECT NUMBER: 71-35-0641-01-0002

NAME OF PRIME
APPLICANT: Winnett Elementary School District No. 159

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$4,818.00

TOTAL NUMBER
OF PARTICIPANTS: 13 (public school 13)

AUTHORIZED
REPRESENTATIVE: Mr. Roget Tigert
Superintendent of Schools
Winnett, Montana 59087

TITLE OF PROJECT: Instructional Aide Services

DESCRIPTION:

Two instructional aides are utilized to provide individualized instruction to the identified children in the project under the supervision of the regular teacher. Special assistance is offered in the areas of reading, language arts, guidance counseling, mathematics and social studies. Special programs have been prescribed to meet the needs of four students diagnosed as having characteristics of emotional and social instability.

PROJECT NUMBER: 71-56-0983-01-0003

**NAME OF PRIME
APPLICANT:** Huntley Project High School District No. 24

**NUMBER OF DISTRICTS
IN PROJECT:** 2

**APPROVED PROJECT
AMOUNT:** \$5,630.00

**TOTAL NUMBER
OF PARTICIPANTS:** 19 (public school 19)

**AUTHORIZED
REPRESENTATIVE:** Mr. Calvin McRae, Principal
Huntley Project High School
Worden, Montana 59088

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

This program consists of a part-time remedial reading teacher who works with 14 identified students on the elementary level. An individualized instruction program is established to meet the needs of the participants. A part-time teacher assists the secondary students in mathematics and other academic subjects to improve classroom performance level.

PROJECT NUMBER: 71-42-0747-01-0004

**NAME OF PRIME
APPLICANT:** Savage Elementary School District No. 7

**NUMBER OF DISTRICTS
IN PROJECT:** 2

**APPROVED PROJECT
AMOUNT:** \$4,507.00

**TOTAL NUMBER
OF PARTICIPANTS:** 11 (public school 11)

**AUTHORIZED
REPRESENTATIVE:** Mrs. Oreana Gear
Clerk
Savage, Montana 59262

TITLE OF PROJECT: Instructional Aides

DESCRIPTION

Two instructional aides staff this academic school year project. They work with 11 identified students, individually or in small groups, under the supervision of the regular teacher. Individualized instruction is provided in areas where special help is needed. The priority of needs has been established by diagnostic testing and effort is concentrated on overcoming specific learning difficulties.

PROJECT NUMBER: 71-08-0133-01-0005

**NAME OF PRIME
APPLICANT:** Fort Benton School District No. 1

**NUMBER OF DISTRICTS
IN PROJECT:** 8

**APPROVED PROJECT
AMOUNT:** \$18,046

**TOTAL NUMBER
OF PARTICIPANTS:** 51 (public school 51)

**AUTHORIZED
REPRESENTATIVE:** Mr. William J. Hoppes
Superintendent of Schools
School District No. 1
Fort Benton, Montana 59442

TITLE OF PROJECT: Individualized Transitional Instruction

DESCRIPTION:

The intent of this project is to provide two transitional rooms--one at the elementary level and one at the junior high level--for 40 students not working to grade level in the basic academic areas. Each room insures instruction as close to the individualized approach as possible. Special programs meet the needs of the individual students. The high school program provide tutors for approximately 11 students. These tutors work on a one-to-one basis with the students in English, math, world history, American government, American history and biology.

PROJECT NUMBER: 71-24-1199-01-0006

**NAME OF PRIME
APPLICANT:** Ronan Elementary School District No. 30

**NUMBER OF DISTRICTS
IN PROJECT:** 2

**APPROVED PROJECT
AMOUNT:** \$25,454

**TOTAL NUMBER
OF PARTICIPANTS:** 76 (public school 76)

AUTHORIZED
REPRESENTATIVE: Mr. K. William Harvey
Superintendent of Schools
School District No. 30
Ronan, Montana 59864

TITLE OF PROJECT: Reading Improvment

DESCRIPTION:

This project operates during the regular school term for two semesters and for approximately one month during the summer. By employing two full-time instructors and one aide to work with identified students the project hopes to achieve the objective of improving reading skills. The personnel work in all schools in the district. Instruction is in small classes of four to eight students with an individualized reading program.

The summer school activity involves the employment of one teacher, two college trained teacher aides and two general teacher aides. Summer activity will be conducted in the library where ample audiovisual and supplementary materials are available. This program is intended to be an extension of a regular school program. A unique feature of the summer activity involves the use of teachers and aides in the home where instructional activity is conducted by them. They also help parents to become more apathetic toward their youngsters and their learning problems.

PROJECT NUMBER: 71-41-0732-01-0007

NAME OF PRIME
APPLICANT: Stevensville Elementary School District No. 2

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$13,037

TOTAL NUMBER
OF PARTICIPANTS: 46 (public school 46)

AUTHORIZED
REPRESENTATIVE: Mr. F. E. Rooley
Superintendent of Schools
School District No. 2
Stevensville, Montana 59870

TITLE OF PROJECT: Language Arts Improvement Program

DESCRIPTION:

This project operates during the regular school term for two semesters. One reading teacher and three teacher aides work with identified students to improve the language arts skills of each youngster. The project personnel help identified students primarily outside the classroom in a special class where appropriate audiovisual aids and instructional materials are available. A unique feature of this project involves the use of parents as tutors of youngsters and also as volunteer teacher aides to assist the teachers.

PROJECT NUMBER: 71-37-0679-01-0008

NAME OF PRIME
APPLICANT: Valier Elementary School District No. 18

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$7,413

TOTAL NUMBER
OF PARTICIPANTS: 22 (public school 22)

AUTHORIZED
REPRESENTATIVE: Mr. Robert S. Sindelar
Superintendent of Schools
School District No. 18
Valier, Montana 59486

TITLE OF PROJECT: Valier Reading Program

DESCRIPTION:

This project operates during the regular school term for two semesters. One reading teacher works with identified students, hoping to improve the reading skill of each student. The teacher provides instruction in small groups and individually in and out of the classroom to improve visual dexterity and audio-discrimination by utilizing specific hardware and software designed to meet individual needs.

PROJECT NUMBER: 71-18-0400-01-0009

NAME OF PRIME
APPLICANT: Browning Elementary School District No. 9

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$59,841

TOTAL NUMBER
OF PARTICIPANTS: 158 (public school 158)

AUTHORIZED
REPRESENTATIVE: Mr. Alan Ryan
Administrative Assistant
Browning Public Schools
Browning, Montana 59417

TITLE OF PROJECT: Blackfeet Health-Aide Program

DESCRIPTION:

This project operates during the regular school term for two semesters. Thirteen full-time teacher aides and one full-time nurse work with identified youngsters to provide them both cognitive services and supportive services. The project goals are to improve reading and math skills and physical health. The paraprofessional aides help students by working with them individually outside the classroom and in small groups both outside and inside the classroom. The nurse provides medical and dental services in an effort to treat and prevent diseases and disabilities directly affecting the education of the boys and girls involved.

PROJECT NUMBER: 71-41-0734-01-0010

NAME OF PRIME

APPLICANT: Hamilton Elementary School District No. 3

**NUMBER OF DISTRICTS
IN PROJECT:**

2

**APPROVED PROJECT
AMOUNT:**

\$28,850

**TOTAL NUMBER
OF PARTICIPANTS:**

100 (public school 100)

**AUTHORIZED
REPRESENTATIVE:**

Mr. Peter Vukad
Superintendent of Schools
School District No. 3
Hamilton, Montana 59840

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

This project operates during the regular school term for two semesters and will include six weeks of summer activity for high school students.

One full-time elementary teacher, one part-time secondary teacher, one part-time elementary counselor and two librarians work to improve reading and language art skills, to improve each child's self-image and to improve the students' negative attitudes toward school and education. The guidance counselor and the elementary teacher work with identified students and parents in an effort to change the students' attitudes toward school and education and to uplift the students' self-confidence. This is a team approach where the guidance counselor also calls upon the teacher and other staff personnel to provide individualized assistance, depending upon the need of each youngster. The librarians employed in the program provide specific supplementary assistance to those students who are identified and need assistance in language arts. Specific needs of students participating in the reading component of this program are diagnosed by the classroom teacher under the guidance of qualified reading specialists and the guidance counselor. A program geared to the needs of the participants is carried on in the classroom by the teacher, the reading specialist and the guidance counselor. The intent is to prevent reading disfunctions from occurring from continual diagnosis and feedback for planning of sequential learning experiences.

The high school reading class is taught by a qualified reading instructor and is designed to improve reading techniques and develop skills in reading, comprehension, listening and techniques of skimming. The instructor works toward the objective of trying to improve the youngster's attitude about school.

A summer school activity for high school students is designed to allow identified students the opportunity to complete courses that have not been successfully completed during the regular school year. Individualized instruction is provided for students in math, science, English and history.

PROJECT NUMBER: 71-22-0453-01-0011

NAME OF PRIME
APPLICANT: Whitehall Elementary School District No. 4-47

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$6,285

TOTAL NUMBER
OF PARTICIPANTS: 18 (public school 18)

AUTHORIZED
REPRESENTATIVE: Mr. Tommy Sullivan
Superintendent of Schools
School Districts 4-47 and 2
Whitehall, Montana 59759

TITLE OF PROJECT: Remedial Reading

DESCRIPTION:

This project operates during the regular school term for two semesters. One teacher working with identified students aims to achieve the project objective of improving reading. The teacher helps identified students in small groups outside the classroom.

PROJECT NUMBER: 71-03-0030-01-0012

NAME OF PRIME
APPLICANT: Harlem School District No. 12

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$17,403

TOTAL NUMBER
OF PARTICIPANTS: 30 (public school 30)

AUTHORIZED
REPRESENTATIVE: Mr. John Morris
Superintendent of Schools
School District No. 12
Harlem, Montana 59526

TITLE OF PROJECT: Special Classes for Deprived Students

DESCRIPTION:

This Title I program consists of two parts: a special third grade class and special classes for high school freshmen. The special third grade class is in a self-contained room that concentrates on developing the basic learning skills of the individual student. Emphasis is also placed on developing and improving attitudes concerning the students themselves, the school and society in general.

The special classes at the high school are for freshmen only. Four teachers are involved, each teaching the student in the area of the teacher's competency. The students get special instruction in biology, world history, mathematics and English. In both of these programs, emphasis is on individualized instruction, tutoring and counseling.

PROJECT NUMBER: 71-23-0782-01-0013

NAME OF PRIME APPLICANT: Brockton Elementary School District No. 55

NUMBER OF DISTRICTS IN PROJECT: 2

APPROVED PROJECT AMOUNT: \$5,170.00

TOTAL NUMBER OF PARTICIPANTS: 15 (public school 15)

AUTHORIZED REPRESENTATIVE: Mr. Rod A. Lincoln
Superintendent of Schools
School District No. 55
Brockton, Montana 59255

TITLE OF PROJECT: Tutor Counselling Program

DESCRIPTION:

The tutor-guidance counselor has established a program that involves the social, educational and emotional problems of the identified students. The tutor works with the students who need assistance in improving the basic concepts in the academic areas of reading, language arts and mathematics. Field trips are coordinated with classroom activity to broaden the experience base of the participants.

PROJECT NUMBER: 71-49-0865-01-0014

NAME OF PRIME APPLICANT: Big Timber School District No. 1

NUMBER OF DISTRICTS IN PROJECT: 1

APPROVED PROJECT AMOUNT: \$9,087

TOTAL NUMBER
OF PARTICIPANTS: 33 (public school 33)

AUTHORIZED
REPRESENTATIVE: Mr. Andrew McDonald
Superintendent of Schools
School District No. 1
P. O. Box 789
Big Timber, Montana 59011

TITLE OF PROJECT: Reading Improvement

DESCRIPTION:

A remedial reading teacher works with identified students in grades 1 through 5. The program attempts to improve the reading, listening, speech, English, writing and spelling of those students whose classroom performance is below grade level.

PROJECT NUMBER: 71-36-0659-01-0015

NAME OF PRIME
APPLICANT: Malta High School District No. A

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$17,203

TOTAL NUMBER
OF PARTICIPANTS: 58 (public school 51 non-public school 7)

AUTHORIZED
REPRESENTATIVE: Mr. James C. Nordlund
Superintendent of Schools
School District No. 14
Malta, Montana 59538

TITLE OF PROJECT: Individualized Instruction

DESCRIPTION:

Tutors, all former classroom teachers, work with the elementary students on an individual basis to improve the Title I students' academic achievements and attitudes toward success and future schooling.

On the high school level four of the regular staff work with the identified students. The four high school staff members are teachers with the following majors: social studies, science, vocational and English. Each of the above teachers works with Title I students in areas such as counseling, academic help and on scheduling the students for additional help with other regular teachers or the counselor. If instructional or emotional needs are present, the teacher endeavors to locate help for the student.

PROJECT NUMBER: 71-30-0570-01-0016

NAME OF PRIME APPLICANT: White Sulphur Springs High School District No. 8

NUMBER OF DISTRICTS IN PROJECT: 4

APPROVED PROJECT AMOUNT: \$12,178

TOTAL NUMBER OF PARTICIPANTS: 38 (public school 36 non-public school 2)

AUTHORIZED REPRESENTATIVE: Mr. Dennis O. Espeland
Superintendent of Schools
School District No. 8
White Sulphur Springs, Montana 59645

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

Five teacher aides help monitor classes, correct papers and give general aid to free the teacher to give more individualized instruction to each of the identified students. The teachers take approximately 20 minutes every period each day in the areas of reading, math, English, science and social studies to work independently and in a group with the Title I students to improve their verbal and non-verbal functioning in the above stated areas.

The two rural districts purchase certain materials which the teachers use to help improve the basic reading skills of the identified students.

PROJECT NUMBER: 71-21-0427-01-0017

NAME OF PRIME APPLICANT: Havre Elementary School District No. 16

NUMBER OF DISTRICTS IN PROJECT: 2

APPROVED PROJECT AMOUNT: \$57,648

TOTAL NUMBER OF PARTICIPANTS: 170 (public school 156 non-public school 14)

AUTHORIZED REPRESENTATIVE: Mr. Steve Ruffatto
Administrative Assistant
Havre Public Schools
Havre, Montana 59501

TITLE OF PROJECT: Alleviating Learning Difficulties

DESCRIPTION:

The prime objective of this program is to effect some form or forms of educational therapy to alleviate learning difficulties of the educationally deprived and result in a positive attitude change toward education, school and individuals. The majority of the effort of the Title I staff is concentrated in the areas of physical health, emotional mental health and academic reinforcement. The Title I staff consists of a director on a part-time basis, an educational specialist, two counselors, a materials coordinator, two parent coordinators, a secretary and two full-time tutors. All of the Havre staff is used to some degree in the program, particularly the school nurses, speech therapists and teachers for Title I referrals.

Following a referral, the Title I staff and the teacher surveys all available information on the child which in turn will be analyzed. One of the parent coordinators visits the home to acquaint the parents with the program, obtain background information on home and child and, if necessary, obtain parental permission for testing. Once the testing is completed a staff meeting determines the steps that should be taken to alleviate the child's difficulty. There is a continual follow-up to evaluate the prescription in order to determine if the staff has successfully assessed the needs of the child or whether there should be a change of program for the individual.

During the summer approximately 30 students from grades 7 through 12 are involved in a program geared toward changing the attitudes of the students. Media used is the dramatic arts. Through this media of dramatic arts it is hoped that attitudes toward people, school and the public in general will be changed in a positive manner and have carry-over to make the individual more successful in his personal endeavors. The summer program incorporates individual and group counseling together with study of drama and participation in certain plays. Emphasis is placed on the study of characterizations and how they relate to the individual students.

PROJECT NUMBER: 71-02-0023-01-0018

NAME OF PRIME

APPLICANT: Hardin Elementary School District No. 17-H

NUMBER OF DISTRICTS

IN PROJECT: 2

APPROVED PROJECT

AMOUNT: \$59,624.00

TOTAL NUMBER

OF PARTICIPANTS: 198 (public school 176 non-public school 22)

AUTHORIZED

REPRESENTATIVE: Mr. John Dracon
Acting Superintendent of Schools
School District No. 17-H
Hardin, Montana 59034

TITLE OF PROJECT:

Remedial and Cultural Enrichment

DESCRIPTION:

One full time remedial reading teacher has established a program designed to improve comprehension, rate, word attack and vocabulary for elementary and secondary identified students. Medical and dental services are provided by a registered nurse for the educationally disadvantaged children in the project. Arts and crafts, supplemented by puppet shows, flannel stories and discussion groups are incorporated into a speech program at Crow Agency. A bilingual program is offered at St. Xavier to provide improvement language and cultural background of the elementary children. A junior high school remedial mathematics class is given special tutoring in computational skills, reasoning, basic concepts and problem solving. In Hardin High School and Junior High School English, reading and communication classes are provided on an individual instruction basis with emphasis on improvement of communication skills in basic academic areas. Under the supervision of the regular teacher, five tutors are employed to work individually or in small groups to assist the educationally disadvantaged children to improve their academic skills.

PROJECT NUMBER: 71-17-0377-01-0019**NAME OF PRIME****APPLICANT:** Jordan Elementary School District No. 1**NUMBER OF DISTRICTS****IN PROJECT:** 15**APPROVED PROJECT****AMOUNT:** \$13, 570.00**TOTAL NUMBER****OF PARTICIPANTS:** 48 (public school 48)**AUTHORIZED****REPRESENTATIVE:** Mr. Phillip Ward, Sr.
Superintendent of Schools
School District No. 1
Jordan, Montana 59337**TITLE OF PROJECT:** Individualizing Instruction**DESCRIPTION:**

Identified participants from 15 rural districts in Garfield County come to three project sites located at Cohagen, Sand Springs and Jordan elementary schools. Under the supervision of certificated teachers, five tutors provide individualized instruction designed to improve the achievement level of the participants in the areas of reading, language arts and mathematics.

PROJECT NUMBER: 71-36-1203-01-0020**NAME OF PRIME****APPLICANT:** Saco School District No. 12-A**NUMBER OF DISTRICTS****IN PROJECT:** 6

APPROVED PROJECT
AMOUNT: \$9,876

TOTAL NUMBER
OF PARTICIPANTS: 30 (public school 30)

AUTHORIZED
REPRESENTATIVE: Mr. James M. Tindall
Superintendent of Schools
School District No. 12-A
Saco, Montana 59261

TITLE OF PROJECT: Reading Improvement

DESCRIPTION:

In the Saco and Hinsdale schools, a special teacher handles remedial reading classes. Each student participates in the program at least 30 minutes each day. At Whitewater a teacher aide frees the regular teacher for more time to help the project participants.

PROJECT NUMBER: 71-32-0584-01-0021

NAME OF PRIME
APPLICANT: Missoula County High School

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$39,137

TOTAL NUMBER
OF PARTICIPANTS: 112 (public school 98; non-public school 14)

AUTHORIZED
REPRESENTATIVE: Mr. George Zellick
Authorized Representative
Missoula County High School
915 South Avenue West
Missoula, Montana 59801

TITLE OF PROJECT: Counselling and Instructional Consultant Program
(Project 100)

DESCRIPTION:

This project operates during the regular school term for two semesters. Two counselors and one instructional consultant supplement the activities of three other professional personnel to reduce the dropout rate of students attending high schools in Missoula County. Classes for this Title I project are conducted in a building separate from the high school in Missoula. This building is maintained by students and has an atmosphere much more relaxed than that in a traditional high school. Counseling is provided in an effort to change the students' attitudes toward school and education, to improve the student's self-concept, to improve his ability to make decisions and to improve his status and ambitions. An instructional consultant works to improve the students' skills in language arts, mathematics, social studies and science. Appropriate field trips are planned in an effort to supplement the school's activities in the cognitive skills. Counseling service is provided for outlying schools at Seeley Lake Elementary, Swan Elementary and the Catholic high schools.

PROJECT NUMBER: 71-32-0583-01-0022

NAME OF PRIME APPLICANT: Missoula Elementary School District No. 1

NUMBER OF DISTRICTS IN PROJECT: 11

APPROVED PROJECT AMOUNT: \$81,365

TOTAL NUMBER OF PARTICIPANTS: 261 (public school 239 non-public school 22)

AUTHORIZED REPRESENTATIVE: Mr. Donald L. Pettit
Business Manager
School District No. 1
Missoula, Montana 59801

TITLE OF PROJECT: Diagnosis and Treatment of Pupil Learning Difficulties

DESCRIPTION:

This project is divided into two segments. The first segment during both semesters of the regular school year involves all but one district. The second segment of this program operates during one summer month involving one district--Clinton Elementary School.

Three full time counselors, two part-time social workers, one part-time psychologist, one full-time speech therapist, one full-time physical therapist and about 150 college-age tutors, work to achieve the following objectives for each student: better classroom adjustment, higher level of self-confidence, better peer relationships, less hyperactivity and anxiety, more pleasant, warm and supportive family relationships, improved foundations in basic skill areas, improved speech and communication skills, improved physical coordination skills, improved communication between teachers, parents and children, and, more creativity in individualizing each child's academic needs.

Missoula Elementary District has a team approach to the diagnosis and treatment of pupil learning difficulties. All personnel operate from a specially designed room located in the basement of the Administration Building. Teachers, principals, parents and specialized Title I personnel work cooperatively in this program. Planning and evaluation meetings are held frequently with groups, faculty and individual teachers. By pooling the judgment of several specialists, a specific program can be designed for each identified youngster.

The ten outlying schools cooperating in this project employ special reading teachers and tutors to work with identified students to improve the reading skills and comprehension of students.

PROJECT NUMBER: 71-53-0936-01-0023

NAME OF PRIME APPLICANT: Nashua Elementary School District No. 13

NUMBER OF DISTRICTS IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$6,656.00

TOTAL NUMBER
OF PARTICIPANTS: 13 (public school 13)

AUTHORIZED
REPRESENTATIVE: Mr. William Willavize
Superintendent of Schools
School District No. 13
Nashua, Montana 59248

TITLE OF PROJECT: Remedial Instruction

DESCRIPTION:

A remedial reading teacher is used to provide specialized attention in all areas pertaining to communication skills. Remediation has provided a positive correlation between scholastic performance and a renewed self concept. Visual motor perception skills are strengthened to improve the participant's reading performance. Individual instruction in language arts is aimed at improving the child's verbal ability.

PROJECT NUMBER: 71-40-0725-01-0024

NAME OF PRIME
APPLICANT: Terry Elementary School District No. 5

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$9,396.00

TOTAL NUMBER
OF PARTICIPANTS: 27 (public school 27)

AUTHORIZED
REPRESENTATIVE: Mr. Raymond Frank
Superintendent of Schools
Box 187
Terry, Montana 59349

TITLE OF PROJECT: Personalized Attention and Instruction for Disadvantaged Students in
Grades 1 - 12

DESCRIPTION:

Three instructional aides and one tutor provide 27 identified students with an individualized instruction program in English, language arts and mathematics. The aides and tutor work under the supervision of a certificated teacher to establish programs that will most effectively meet the needs of the program participants.

PROJECT NUMBER: 71-44-0791-01-0025

NAME OF PRIME APPLICANT: Forsyth High School District No. 4

NUMBER OF DISTRICTS IN PROJECT: 2

APPROVED PROJECT AMOUNT: \$23,717

TOTAL NUMBER OF PARTICIPANTS: 75 (public school 75)

AUTHORIZED REPRESENTATIVE: Mr. Calvin Wahl
Superintendent of Schools
School District No. 4
Forsyth, Montana 59327

TITLE OF PROJECT: Remedial Reading and Supplemental Service

DESCRIPTION:

One full-time and one half-time remedial reading teachers are employed to conduct remedial classes in the Forsyth Public Schools. Special activities for the handicapped are provided in a special learning disabilities classroom. In this classroom, the teacher works with students individually and in small groups so that each child may achieve at his own level of competence. The concentration of effort is placed on mathematics and language arts. Guidance counseling is offered to the Title I children in the elementary school to assist the students in gaining a realistic appraisal of themselves and to assist parents in formulating realistic expectations of their children.

PROJECT NUMBER: 71-42-0750-01-0026

NAME OF PRIME APPLICANT: Fairview Elementary School District No. 13

NUMBER OF DISTRICTS IN PROJECT: 2

APPROVED PROJECT AMOUNT: \$9,377.00

TOTAL NUMBER OF PARTICIPANTS: 30 (public school 30)

AUTHORIZED REPRESENTATIVE: Mr. Kembel B. Dahl, Jr.
Superintendent of Schools
Box 467
Fairview, Montana 59221

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

This academic year program employs two tutors and one instructional aide to help educationally disadvantaged children improve their attainment level. Individualized instruction is offered in the basic skill areas: language arts, mathematics and social studies. The instructional aide tutors students individually or in small groups under the supervision of regular classroom teachers. Each child in this project receives 45 minutes of special instruction per day in the areas where special help is needed.

PROJECT NUMBER: 71-43-0777-01-0027**NAME OF PRIME****APPLICANT:**

Culbertson Elementary School District No. 17

NUMBER OF DISTRICTS**IN PROJECT:**

1

APPROVED PROJECT**AMOUNT:**

\$5,607

TOTAL NUMBER**OF PARTICIPANTS:**

22 (public school 22)

AUTHORIZED**REPRESENTATIVE:**

Mr. Gary F. Martin
Superintendent of Schools
School District No. 17
Culbertson, Montana 59218

TITLE OF PROJECT:

Program to Improve Communication Skills

DESCRIPTION:

This program is staffed by a remedial reading teacher and instructional aide. The children's reading strengths and weaknesses are diagnosed, evaluated and a prescribed course of study is established for each identified pupil. A concerted effort is made to establish rapport with the child, build his confidence, provide him with relevant experience and allow for his particular rate of progress. The aide works individually with small groups under the supervision of the regular teacher in language arts to improve communication skills of participants.

PROJECT NUMBER: 71-41-0739-01-0028**NAME OF PRIME****APPLICANT:**

Darby Elementary School District No. 9

NUMBER OF DISTRICTS**IN PROJECT:**

2

APPROVED PROJECT**AMOUNT:**

\$11,319

TOTAL NUMBER**OF PARTICIPANTS:**

34 (public school 34)

**AUTHORIZED
REPRESENTATIVE:** Mr. Tom G. Nash
Superintendent of Schools
School District No. 9
Darby, Montana 59829

TITLE OF PROJECT: Enrichment Program in Industrial Arts and Reading

DESCRIPTION:

This program operates during the regular school term for two semesters by employing one teacher full-time and one teacher part-time to work with identified youngsters. The project aims are to improve the reading and mathematic skills through a formal class of reading and through the use of industrial arts. One teacher works with identified elementary students in industrial arts in a separate class divided into small groups. The second teacher works with elementary students and high school students who have identified reading problems. This activity is also conducted outside the regular classroom. Appropriate audiovisual aid and instructional materials are utilized.

PROJECT NUMBER: 71-47-0840-01-0029

**NAME OF PRIME
APPLICANT:** Butte Elementary School District No. 1

**NUMBER OF DISTRICTS
IN PROJECT:** 1

**APPROVED PROJECT
AMOUNT:** \$94,792

**TOTAL NUMBER
OF PARTICIPANTS:** 155 (youth not enrolled 155)

**AUTHORIZED
REPRESENTATIVE:** Mr. Leroy J. Casagrande
Authorized Representative
School District No. 1
Butte, Montana 59701

TITLE OF PROJECT: Project Springboard

DESCRIPTION:

"Project Springboard" is a preschool program for identified youngsters who have been diagnosed to be educationally disadvantaged. This program operates during the regular school term for approximately 34 weeks. Ten teachers, five aides, one part-time counselor and one part-time nurse, hope to provide readiness activity for reading, improve the child's verbal and non-verbal functioning, increase the child's expectation of success in school, increase his attention span and improve the child's social stability. The guidance counselor will identify perceptual motor skill deficiencies and how they may affect the child's learning ability then, provide assistance to the classroom teacher in prescribing a particular corrective activity for each youngster. The teacher and the aide will concentrate on providing vicarious experiences for each youngster. Specific areas of instruction include visual discrimination, color concepts, shape concepts, size concepts, linear measurement, volume and time concepts, numerical concepts and relations, coding and decoding, likeness and difference, auditory discrimination, critical thinking, development of a positive attitude toward learning and, of course, development of perceptual motor skills.

Each youngster is provided transportation to and from school, emergency, medical, dental and clothing needs and a mid-morning snack. Parents are asked to participate by performing at-home activities such as playing with youngsters, entering into conversations and helping with readiness games.

PROJECT NUMBER: 71-48-0846-01-0030

NAME OF PRIME
APPLICANT: Park City School District No. 5

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,349

TOTAL NUMBER
OF PARTICIPANTS: 7 (public school 7)

AUTHORIZED
REPRESENTATIVE: Mr. Thomas W. Owen, Principal
Park City Elementary School
Box 278
Miles City, Montana 59301

TITLE OF PROJECT: Improvement of Academic Achievement

DESCRIPTION:

Two teacher aides give the teachers of the identified children free class time to spend with these participants for intensive individual instruction in all areas. The primary emphasis of the program is in the area of remedial reading. The purpose is to bring the students up to grade level or at least advance their educational mastery far enough to insure for them a modicum of success. The aides supervise a girls' P.E. class and a study hall while the teacher holds a remedial reading class.

PROJECT NUMBER: 71-07-0098-01-0031

NAME OF PRIME
APPLICANT: Great Falls Elementary Schools--School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$239,101

TOTAL NUMBER
OF PARTICIPANTS: 623 (public school 498 non-public school 90 youth not enrolled 35)

AUTHORIZED
REPRESENTATIVE: Mr. J. A. Block
Administrative Assistant
Great Falls Public Schools
Box 2669
Great Falls, Montana 59401

TITLE OF PROJECT: Great Falls Compensatory Education Program

DESCRIPTION:

On the elementary level there are five components: (1) Remedial reading classes are provided in four schools for identified students. The classes range in size from one to eight students. The students are provided corrective and developmental reading instruction four times each week. The fifth day is reserved for conferences, home visits and for assisting the regular classroom teacher. (2) Two resource teachers to work with the Follow-Through Program at Longfellow School. (3) In cooperation with the local Community Action Program, Title I funds fund two Head Start pre-school classes. (4) Individual tutors are provided for identified students at Paris Gibson Junior High. (5) A home school coordinator at the Franklin School works with the identified students and to make home visits.

On the high school level remedial reading classes are available for students from the Great Falls High School and Great Falls Central High School. A Title I counselor is assigned to all senior high and out-of-school project participants. In addition to his regular counseling duties he organizes the student tutors, makes assignments, coordinates the needed supportive services and makes arrangements for girls who drop out of school due to marriage/pregnancy to continue their education.

The summer program concentrates on a language experience approach designed for each individual student. The summer program involves approximately 150 kindergarten and first grade children who will be screened on a basis of lack of language development, auditory and visual problems and those not reading at their anticipated level or those who, through tests, have shown potential reading problems.

PROJECT NUMBER: 71-41-0737-01-0032

NAME OF PRIME

APPLICANT: Victor Elementary School District No. 7

NUMBER OF DISTRICTS

IN PROJECT: 2

APPROVED PROJECT

AMOUNT: \$5,964

TOTAL NUMBER

OF PARTICIPANTS: 15 (public school 15)

AUTHORIZED

REPRESENTATIVE: Mr. Charles E. Dillon
Authorized Representative
School District No. 7
Victor, Montana 59875

TITLE OF PROJECT: Intensive Study

DESCRIPTION:

Plans call for this program to operate for two semesters during the regular school year. One elementary teacher, one high school teacher and one teacher aide work with identified students. The project objectives are to improve reading skills, to increase the expectations of success in school and to provide adequate clothing for identified youngsters. Students receive special help in reading and language arts each day, individually

and in small groups, primarily outside the classroom. Appropriate hardware and software instructional materials are utilized. A unique feature of this project involves the use of braille, taught by a blind teacher, to teach the high school students how to improve reading skills. A second feature of this program involves the use of a home economics class funded by the district to make clothing for identified youngsters. After a fashion show by the students, the clothes are given to them.

PROJECT NUMBER: 71-18-0403-01-0033

NAME OF PRIME
APPLICANT: Cut Bank High School District No. 15

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$47,039

TOTAL NUMBER
OF PARTICIPANTS: 205 (public school 205)

AUTHORIZED
REPRESENTATIVE: Mr. John H. Dallum
Cut Bank High School
Cut Bank, Montana 59427

TITLE OF PROJECT: Development of Basic Skills and Behavioral Needs

DESCRIPTION:

This project operates during the regular school term for two semesters. Teachers and aides work with identified youngsters, and supportive services such as emergency dental or medical treatment and psychological services are provided. The project objectives are to improve reading and math in the elementary and improve reading and attitude in the high school. The three elementary teachers work with identified students in small groups outside the classroom. The secondary teacher works with high school students in a special reading class. Two aides relieve the teacher to work with identified students. One nurse is being employed half-time to provide follow-through activities on those students whose medical needs are affecting their ability to learn.

PROJECT NUMBER: 71-24-0480-01-0034

NAME OF PRIME
APPLICANT: St. Ignatius Elementary School District No. 28

NUMBER OF DISTRICTS
IN PROJECT: 4

APPROVED PROJECT
AMOUNT: \$20,239

TOTAL NUMBER
OF PARTICIPANTS: 79 (public school 74 non-public school 5)

AUTHORIZED
REPRESENTATIVE: Mr. John S. Armitage
Superintendent of Schools
School District No. 28
St. Ignatius, Montana 59865

TITLE OF PROJECT: Basic Skills Improvement

DESCRIPTION:

This project operates during the regular school term for two semesters. One full-time reading teacher and six aides employed through the project will work with identified youngsters to achieve the objective of improving reading. The paraprofessional aides help identified students individually and in small groups and also provide relief to the teacher who will in turn work with identified students. A unique feature of this project involves the operation of a specially equipped and staffed mobile travel lab. This lab spends proportionate amounts of time at Charlo, St. Ignatius and Villa Ursula.

PROJECT NUMBER: 71-43-0780-01-0035

NAME OF PRIME
APPLICANT: Wolf Point Elementary School District No. 45

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$59,773.00

TOTAL NUMBER
OF PARTICIPANTS: 206 (public school 181 non-public school 25)

AUTHORIZED
REPRESENTATIVE: Mr. Paul Stengle
Superintendent of Schools
Wolf Point, Montana 59201

TITLE OF PROJECT: Continued Individual Improvement

DESCRIPTION:

Two elementary teachers, one secondary teacher, thirteen instructional aides, one half-time guidance counselor and two social workers staff the program. An individualized instruction program is planned to meet the needs of the students, as indicated by the assessment of needs. A reading specialist spends one-half of the time in small group instruction and one-half in individual instruction. Under the supervision of regular teachers, the instructional aides work with identified students to improve basic skills in mathematics, language arts and reading. The social worker establishes liaison between home and school to help students become aware of the values of education and the importance of developing sound study habits and regular attendance. The guidance counselor works individually with Title I students to provide individual testing and evaluation enables students to study their own assets and needs and to make plans for their improvement. Arts and crafts activities including ceramics, bead work, other work, painting, woodwork, lapidary and wood carving are offered to eligible junior high school students.

NAME OF PRIME
APPLICANT: Helena Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$50,858

TOTAL NUMBER
OF PARTICIPANTS: 155 (public school 155)

AUTHORIZED
REPRESENTATIVE: Mr. Gerald W. Roth
Coordinator of Federal Projects
School District No. 1
Helena, Montana 59601

TITLE OF PROJECT: Developmental Learning

DESCRIPTION:

This is a cooperative project involving Helena elementary and high school districts and the Lincoln elementary district. The Helena schools operate during the regular school term or two semesters. The Lincoln school operates during the summer for approximately three weeks. By employing six teachers and six tutors to work with identified youngsters, the project meets the objectives of improving the reading, math, science and all basic skills of the students, and improving his self image, attitude and emotional stability. The educationally deprived youngsters in the 4th, 5th and 6th grades who are most severely in need of assistance are placed in a self-contained classroom at each of six sites. Supportive services for this activity at each school are provided by the district. In addition, the district supports approximately 50 percent of the cost of this project.

The summer school activity at Lincoln is designed to help identified students in reading. One teacher and one aide work with the five identified students who are having difficulty. Small group or individual instruction is three hours each day.

NAME OF PRIME
APPLICANT: Dillon Elementary School District No. 10

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$10,317

TOTAL NUMBER
OF PARTICIPANTS: 39 (public school 39)

AUTHORIZED
REPRESENTATIVE: Mr. Mathew J. Orr
Superintendent of Schools
School District No. 10
Dillon, Montana 59725

TITLE OF PROJECT: Remedial Project in Basic Skills Areas

DESCRIPTION:

This is a regular school year program in which tutors are provided for grades 6, 7 and 8 where they work with identified students on an established schedule or relieve teachers of menial tasks so the teacher may work with specific students who have a particular learning handicap. Emphasis is placed on math and reading skills improvement.

PROJECT NUMBER: 71-10-0193-01-0038

NAME OF PRIME

APPLICANT: Scobey Elementary School District No. 1

**NUMBER OF DISTRICTS
IN PROJECT:**

3

**APPROVED PROJECT
AMOUNT:**

\$11,572

**TOTAL NUMBER
OF PARTICIPANTS:**

40 (public school 40)

AUTHORIZED

REPRESENTATIVE: Mr. Gary O. Germundson
Project Director
Scobey Elementary School
School District No. 1
Scobey, Montana 59263

TITLE OF PROJECT: Improvement of Language Arts Skills

DESCRIPTION:

One-half time remedial reading teacher, two instructional aides and one tutor conduct a program for 40 educationally disadvantaged students. The tutor provides special assistance to students who need help in the basic skills. The instructional aides, under the supervision of a regular teacher, work individually with small groups of identified students in reading and language arts. The remedial reading teacher has established an individualized program which concentrates on overcoming each child's learning disabilities.

PROJECT NUMBER: 71-16-0368-01-0039

NAME OF PRIME

APPLICANT: Belgrade School District No. 44

**NUMBER OF DISTRICTS
IN PROJECT:**

2

**APPROVED PROJECT
AMOUNT:**

\$5,502

**TOTAL NUMBER
OF PARTICIPANTS:**

20 (public school 20)

AUTHORIZED
REPRESENTATIVE: Mr. Robert Bitney
Authorized Representative
School District No. 44
Belgrade, Montana 59714

TITLE OF PROJECT: Remedial Reading

DESCRIPTION:

One remedial reading teacher works with the students on both the elementary and secondary level. The aim of this program is to improve the reading skills of the students and thus help to improve their performance in other academic areas.

PROJECT NUMBER: 71-34-0614-01-0040

NAME OF PRIME
APPLICANT: Gardiner School District No. 7

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,099

TOTAL NUMBER
OF PARTICIPANTS: 8 (public school 8)

AUTHORIZED
REPRESENTATIVE: Mr. Ben Moor
Superintendent of Schools
School District No. 7
Gardiner, Montana 59030

TITLE OF PROJECT: Improvement of Reading Skills

DESCRIPTION:

One part-time teacher works with the identified students, particularly in the area of reading. Such material as reading and listening tapes, special reading books and other materials in the reading and language arts are used. The teacher attempts to put the program on an individual student basis and let the students work at their own level and speed.

PROJECT NUMBER: 71-08-0145-01-0041

NAME OF PRIME
APPLICANT: Highwood School

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$2,813

TOTAL NUMBER
OF PARTICIPANTS: 6 (public school 6)

AUTHORIZED
REPRESENTATIVE: Mr. Truitt B. Spangler
Superintendent of Schools
School Districts 28 and 4
Highwood, Montana 59450

TITLE OF PROJECT: Individual Instruction for Educationally Deprived Children

DESCRIPTION:

One tutor works individually with the identified students. The aim is to help the child not only in academic achievement but also in the areas of attitude, confidence, interest, study habits and emotional problems. The work of the tutor is closely correlated with the regular classroom teachers.

PROJECT NUMBER: 71-16-0350-01-0042

NAME OF PRIME
APPLICANT: Bozeman Elementary School District No. 7

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$32,679

TOTAL NUMBER
OF PARTICIPANTS: 97 (public school 94 non public school 3)

AUTHORIZED
REPRESENTATIVE: Mr. Milton K. Negus
Superintendent of Schools
School District No. 7
Bozeman, Montana 59715

TITLE OF PROJECT: Program for the Disadvantaged and Summer Pre-Kindergarten

DESCRIPTION:

The elementary program concentrates its efforts on improving skills in mathematics and reading for approximately 15 fifth grade students. These students are to be in a self-contained classroom for one-half day. The junior high and high school program is aimed at analysis and remediation of language arts skills. This consists of one daily class period in the non-public school, two in the senior high school and one in the Bozeman Junior High School. Students receive assistance with specific reading skills, composition skills and comprehension development for improved performance in other academic areas. In addition, psychological services are available for a limited number of students in the junior high and high school. These students are selected on the basis of their academic performance. The purpose is to determine whether sub-standard performance is due to physical, mental or emotional problems. Diagnosis and prescription are provided for each student recommended for this service. The program director coordinates this component.

During the summer, there is a five-week pre-kindergarten program. Students involved are selected from those whose pre-kindergarten screening tests indicate deficiencies in communication skills or motor coordination. The instructional staff consists of one kindergarten teacher and two aides who are education majors at Montana State University. Fifteen students are participating in this summer program.

PROJECT NUMBER: 71-24-0477-01-0043

NAME OF PRIME
APPLICANT: Polson Elementary School District No. 23

NUMBER OF DISTRICTS
IN PROJECT: 7

APPROVED PROJECT
AMOUNT: \$31,087

TOTAL NUMBER
OF PARTICIPANTS: 92 (public school 92)

AUTHORIZED
REPRESENTATIVE: Mr. Karl D. Bell
Superintendent of Schools
School District No. 23
Polson, Montana 59860

TITLE OF PROJECT: Upgrading Curriculum

DESCRIPTION:

This project operates during the regular school term for two semesters and during the summer for about one month. The project improves attitudes toward the academic subjects and improves reading skills. The regular school term project activity is cooperative in nature in that the outlying schools are sharing services of a tutor. The tutor relieves the regular teachers of their music activities so they may work with identified students in the cognitive skills area of reading and math.

In the Polson schools, aides and teachers are employed to work with identified students. The instructional aides tutor small groups in order to relieve the teacher of instructional duties so that the teacher can work with the Title I participants.

The summer school activity employs four teachers half-days to work with identified students. The students are concentrating on reading and math skills. Art and physical education are also included in an effort to stimulate the students and to provide psychomotor activities which are directly related to learning difficulties that the students possess. High school students are involved in the summer activity as tutors.

PROJECT NUMBER: 71-56-0956-01-0044

NAME OF PRIME
APPLICANT: Billings Elementary School District No. 2

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT**AMOUNT:** \$244,012.00**TOTAL NUMBER****OF PARTICIPANTS:** 933 (public school 858 non-public school 75)**AUTHORIZED****REPRESENTATIVE:** William A. Serrette
Assistant Superintendent
101 10th Street West
Billings, Montana 59102**TITLE OF PROJECT:** Instructional Improvement and Special Services**DESCRIPTION:**

A remedial reading and math laboratory instruction program is staffed by a special teacher, assisted by an instructional aide, in Taft and Garfield Elementary schools. A program in remedial reading has been established in eight Title I elementary schools. Techniques, methods of instruction and materials used with each student are prescribed on an individual basis by the remedial reading specialist working with the child and the teacher. Reading laboratory rooms are operated in two high schools and three junior high schools. Individualized instruction is offered to the identified children based on the results determined by the survey of needs. A program of emergency dental care is offered to students having dental problems that interfere with their ability to work effectively in the school program. Two follow-up nurses work closely with parents in the home and improve the health of the children through health education, by observing home conditions or by referring parents to agencies designed to cope with their health problems. A program in individualized instruction utilizing volunteer tutors from Eastern Montana College and Rocky Mountain College has been established in five elementary schools. Tutoring is available to students on a one-to-one basis from one-half to one and one-half hours after school. Instructional aides are placed in two qualifying senior high schools, three qualifying junior high schools and three elementary schools. They tutor identified students individually or in small groups under the supervision of the regular teacher. Guidance and counseling services are made available to non-public school students in qualified attendance areas through employment of two part-time guidance counselors. An evening high school for those who have dropped out has been established for 15 identified students. Classes are organized in basic mathematics, language arts and social studies. A school psychologist is employed to work with students having identified psychological problems which interfere with their academic performance, self-image or attitude towards school. A six-week summer kindergarten program emphasizing reading and arithmetic readiness, is offered to 270 identified children living in five qualified attendance areas. Activities are planned to develop cognitive, analytic sensory, perceptual and motor skills.

PROJECT NUMBER: 71-44-0800-01-0045**NAME OF PRIME****APPLICANT:** Ashland School District No. 32-J**NUMBER OF DISTRICTS****IN PROJECT:** 1**APPROVED PROJECT****AMOUNT:** \$17,718.00

**TOTAL NUMBER
OF PARTICIPANTS:** 72 (public school 18 non-public 54)

**AUTHORIZED
REPRESENTATIVE:** Mrs. Norma Coon
Ashland
Montana 59003

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

This project emphasizes reading and basic skills. One certificated teacher divides her time between Ashland Elementary School and St. Labre Elementary School concentrating on remedial mathematical skills. One tutor is employed at Ashland Elementary School and one at St. Labre Elementary School. In the area of basic skills, the teacher and tutor provide individualized instruction in reading, mathematics, social science and communication skills to those identified students who need special assistance.

PROJECT NUMBER: 71-34-0612-01-0046

**NAME OF PRIME
APPLICANT:** Livingston Elementary School District No. 4

**NUMBER OF DISTRICTS
IN PROJECT:** 1

**APPROVED PROJECT
AMOUNT:** \$27,161

**TOTAL NUMBER
OF PARTICIPANTS:** 45 (public school 42 non-public school 3)

**AUTHORIZED
REPRESENTATIVE:** Mr. Harold Guthrie
Federal Project Director
Box 669
Livingston, Montana 59047

TITLE OF PROJECT: Remediation of Learning Disabilities

DESCRIPTION:

This program has two major components. The first is the remediation of learning disabilities for 14 first grade students. The second is a tutor in a remediation program for 31 students in grades 2 through 8.

The Title I staff for the first grade students consists of a teacher and aide, a consultant on a part-time basis and a part-time elementary counselor trained in learning disabilities who will help test and evaluate the students. In addition, the counselor acts as advisor in group-parent sessions and handles any guidance problems that may arise. Each child is given individual program help for his particular disability.

A part-time teacher works with 31 other students. This teacher tutors the students individually in the areas of their academic needs as well as providing remediation for the students. In addition, a consultant is available to work with the students and with the teacher. The school system provides guidance counselors for the students in this program.

During the summer two classes are held for students with severe disabilities in the motor skills area: gross motor skills, sensory motor skills and perceptual motor skills. The classes meet daily for an hour and a half for six weeks. Since each child in the program has already been tested and his or her disabilities known, a program designed to remediate these disabilities is implemented. Each child has a programed course of instruction in arts and crafts and/or physical education designed to remediate his particular disability.

PROJECT NUMBER: 71-15-0339-01-0047

NAME OF PRIME
APPLICANT: Evergreen Elementary School District No. 50

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$4,624

TOTAL NUMBER
OF PARTICIPANTS: 22 (public school 22)

AUTHORIZED
REPRESENTATIVE: Mr. Don Hinkley
Superintendent of Schools
School District No. 50
Kalispell, Montana 59901

TITLE OF PROJECT: Individualized Math and Reading

DESCRIPTION:

This project operates during the regular school term for two semesters. With the help of one teacher and one aide who work with identified youngsters, the project achieves the objectives of improving reading and math. The teacher works with individual identified students in small groups outside the classroom. The tutor works with identified youngsters in the classroom.

PROJECT NUMBER: 71-15-0334-01-0048

NAME OF PRIME
APPLICANT: Whitefish Elementary School District No. 44

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$14,534

TOTAL NUMBER
OF PARTICIPANTS: 46 (public school 46)

AUTHORIZED
REPRESENTATIVE: Mr. Lloyd Muldown
Superintendent of Schools
School District No. 44
Whitefish, Montana 59937

TITLE OF PROJECT: LIFT

DESCRIPTION:

This project operates during the regular school year for both semesters. Teachers and tutors employ perceptual programs to correct perceptual lags among children in grades 1, 2 and 3. Parents are involved as aides and through visitations. Junior high students tutor boys and girls in the lower elementary. The adult tutors work with identified students in the elementary in small groups inside and outside the classroom.

PROJECT NUMBER: 71-02-0025-01-0049

NAME OF PRIME
APPLICANT: Lodge Grass Elementary School District No. 27

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$15,758.00

TOTAL NUMBER
OF PARTICIPANTS: 50 (public school 50)

AUTHORIZED
REPRESENTATIVE: Mr. Lyle Schick
Superintendent of Schools
School Districts No. 27 and 2
Lodge Grass, Montana 59050

TITLE OF PROJECT: Instructional Tutors

DESCRIPTION:

Five tutors are employed to provide individualized instruction to the identified children in the program. They tutor the participants individually or in small groups under the supervision of the regular teacher. A program has been designed by the staff to meet the highest priority of needs of the children. Teaching personnel concentrate their efforts on identifying the causes of the problems of the children and then prescribe remedial activities.

PROJECT NUMBER: 71-03-0046-01-0050

NAME OF PRIME
APPLICANT: Hays and Lodge Pole Schools District No. 50

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$8,856

TOTAL NUMBER
OF PARTICIPANTS: 28 (public school 23 non-public school 5)

AUTHORIZED
REPRESENTATIVE: Mr. Stanley S. Rasmussen
Authorized Representative
Hays and Lodge Pole Schools
School District No. 50
Hays, Montana 59527

TITLE OF PROJECT: Learning Disabilities Classes

DESCRIPTION:

This project employs one teacher who works with the students at the Hays School on an individual or small group basis with no more than five students per session. The identified Title I students at the Lodge Pole School are taught by a teacher who is funded by Johnson O'Malley funds. The program at both Hays and Lodge Pole schools concentrates on English, reading and speech. In addition to assistance in the academic area, guidance sessions, both group and individual, are provided for the students. Eighth grade students participate in the program by assisting the younger students daily on an individual basis.

PROJECT NUMBER: 71-41-0730-01-0051

NAME OF PRIME
APPLICANT: Corvallis Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$10,130

TOTAL NUMBER
OF PARTICIPANTS: 32 (public school 32)

AUTHORIZED
REPRESENTATIVE: Mr. A. W. Unterseher
Superintendent of Schools
School District No. 1
Corvallis, Montana 59828

TITLE OF PROJECT: Developmental Language Arts

DESCRIPTION:

This project operates during the regular school term for two semesters. Four teacher aides work with identified students to improve language art skills. The paraprofessional aides help students individually and in small groups both inside and outside the classroom. Appropriate audiovisual aids and instructional materials are utilized.

PROJECT NUMBER: 71-44-0792-01-0052

NAME OF PRIME
APPLICANT: Lame Deer Elementary School District No. 6

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$19,351

TOTAL NUMBER
OF PARTICIPANTS: 85 (public school 85)

AUTHORIZED
REPRESENTATIVE: Mr. Harry H. Cloke, Principal
 Lame Deer Elementary School
 Lame Deer, Montana 59043

TITLE OF PROJECT: Improved Instruction Program

DESCRIPTION:

Eight instructional aides are utilized in this project to serve 81 identified participants. The program is composed of an English reading improvement program, an English speech activity, an English as a second language program to improve communication skills for children of Indian culture and a bilingual course of study. These aides provide instruction to the students individually or in small groups under the supervision of the regular teacher.

PROJECT NUMBER: 71-14-0268-01-0053

NAME OF PRIME
APPLICANT: Grass Range School District No. 27

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,179

TOTAL NUMBER
OF PARTICIPANTS: 9 (public school 9)

AUTHORIZED
REPRESENTATIVE: Mr. Gary C. Holm
 Superintendent of Schools
 School District No. 27
 Grass Range, Montana 59032

TITLE OF PROJECT: Remedial Reading and Language Arts

DESCRIPTION:

A part-time teacher works with the identified students in the areas of reading, speech and language arts. Emphasis is on total communication skills.

PROJECT NUMBER: 71-21-0425-01-0054

NAME OF PRIME
APPLICANT: Box Elder School District No. 13

NUMBER OF DISTRICTS
IN PROJECT: 10

APPROVED PROJECT
AMOUNT: \$7,674

TOTAL NUMBER
OF PARTICIPANTS: 23 (public school 23)

AUTHORIZED
REPRESENTATIVE: Mr. C. H. Hanson
Superintendent of Schools
School District No. 13
Box Elder, Montana 59521

TITLE OF PROJECT: Cultural and Educational Improvement Program

DESCRIPTION:

All schools provide a tutoring service for elementary and high school students who are performing more than two years below grade level. Efforts are made to assist these students in preparing class assignments and in organizing their work. The tutors give individual assistance that teachers do not have time to provide. Tutors are expected to change positively attitudes toward school, to raise educational aspiration levels and to improve study habits through individual help.

PROJECT NUMBER: 71-43-4775-01-0055

NAME OF PRIME
APPLICANT: Poplar Elementary School District No. 9

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$38,981

TOTAL NUMBER
OF PARTICIPANTS: 73 (public school 73)

AUTHORIZED
REPRESENTATIVE: Mr. Delmar Lewis
Superintendent of Schools
Box 458
Poplar, Montana 59255

TITLE OF PROJECT: Diagnostic Services and Paraprofessional
for Individualized Instruction.

DESCRIPTION:

One certificated secondary teacher, seven teacher aides and one elementary learning disabilities teacher are employed by the project. The needs of the students are determined by diagnostic tests, a program is established to meet their needs and activities are evaluated periodically to determine if the prescribed course of study is accomplishing the objectives of the program. A learning disabilities program is provided for 20 identified students who have been tested and evaluated by the mental hygiene clinic. A visiting psychologist has recommended that a self-contained classroom be organized using the Frostig Perceptual exercises to allow for each child's particular rate of progress. An ungraded English class provides identified students with an opportunity to improve their communication skills.

PROJECT NUMBER: 71-14-0281-01-0056

NAME OF PRIME
APPLICANT: Denton School District No. 84

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,542

TOTAL NUMBER
OF PARTICIPANTS: 12 (public school 12)

AUTHORIZED
REPRESENTATIVE: Mr. Ernest Copenhaver
Superintendent of Schools
School District No. 84
Denton, Montana 59430

TITLE OF PROJECT: Special Reading to Improve Basic Skills

DESCRIPTION:

This project employs one full-time teacher who works with the students on an individual basis to improve reading and performance in the basic skill areas. This teacher relationship should improve the work habits of the students as well as their ability to understand and their desire to achieve.

PROJECT NUMBER: 71-39-0712-01-0057

NAME OF PRIME
APPLICANT: Deer Lodge Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$11,179

TOTAL NUMBER
OF PARTICIPANTS: 40 (public school 34 non-public school 6)

**AUTHORIZED
REPRESENTATIVE:**

Mr. Noel N. Hubber
Superintendent of Schools
School District No. 1
Box 70
Columbia Falls, Montana 59912

TITLE OF PROJECT: Reading and Math Up-grading

DESCRIPTION:

This project operates during the regular school term for two semesters. Four tutors work with identified youngsters to achieve the goal of improving the reading and math skills of each student. The tutors work with identified students individually and in small groups both inside and outside the classroom. Appropriate audiovisual aids and instructional materials are utilized. A unique feature of this project involves the employment of high school students to perform tutoring services for identified youngsters.

PROJECT NUMBER: 71-15-0312-01-0058

**NAME OF PRIME
APPLICANT:**

Columbia Falls Elementary School District No. 6

**NUMBER OF DISTRICTS
IN PROJECT:**

2

**APPROVED PROJECT
AMOUNT:**

\$20,270

**TOTAL NUMBER
OF PARTICIPANTS:**

86 (public school 86)

**AUTHORIZED
REPRESENTATIVE:**

Mr. Robert J. Souhrada
Superintendent of Schools
School District No. 6
Columbia Falls, Montana 59912

TITLE OF PROJECT: Special Reading, Math and Developmental Learning

DESCRIPTION:

The high school portion of this project employs two experienced teachers to work with 19 students in a separate class designed to meet the individual needs of each student in reading. This is a second semester project.

The elementary portion of this project operates during the regular school term for two semesters. Qualified tutors instruct children who could not successfully learn reading and math skills in the regular classroom. Project activity occurs both inside and outside the classroom.

**NAME OR PRIME
APPLICANT:** Conrad Elementary School District No. 10

**NUMBER OF DISTRICTS
IN PROJECT:** 7

**APPROVED PROJECT
AMOUNT:** \$22,416

**TOTAL NUMBER
OF PARTICIPANTS:** 70 (public school 68 non-public school 2)

**AUTHORIZED
REPRESENTATIVE:** Mr. Robert W. Singleton
Superintendent of Schools
School District No. 10
Conrad, Montana 59425

TITLE OF PROJECT: Reading and Behavior Modification

DESCRIPTION:

This project operates during the regular school term for two semesters and during one summer month. Three people work with identified youngsters to improve the reading skills and the self-images, attitudes and emotional stability of identified students. Two teachers work with identified students individually and in small groups outside the classroom in a special class both in the elementary and high school. Supplementary guidance counseling services are provided for those students who exhibit extreme shyness, emotional instability and are potential dropouts. The outlying districts involved in this project employ tutors to work both in and out of the classroom helping identified students.

Summer school activity is conducted in the Conrad elementary and high schools. The high school summer project is designed to improve the mathematics skills of identified students. One teacher has been hired to work mornings with those students who did not complete mathematics courses last school year. In the elementary, six teachers have been hired to work with identified students in small groups, utilizing appropriate instructional techniques, audiovisual aids and program materials.

**NAME OF PRIME
APPLICANT:** Simms High School District No. F

**NUMBER OF DISTRICTS
IN PROJECT:** 6

**APPROVED PROJECT
AMOUNT** \$6,586

**TOTAL NUMBER
OF PARTICIPANTS:** 20 (public school 19 non-public school 1)

AUTHORIZED

REPRESENTATIVE: Mr. C. J. Kinna
Superintendent of Schools
School Districts 39 and F
Simms, Montana 59477

TITLE OF PROJECT: Tutorial Aid in Reading and Language Arts

DESCRIPTION:

The Simms School and Simms High School employ a reading teacher to work with students significantly below grade level in reading and the language arts. This additional instruction is on a one-to-one or small-group basis. The Sun River School and the Crow School employ a tutor to work with identified students. At Vaughn the identified students are tutored individually by instructional aides, who are trained and supervised by the classroom teachers. The tutoring is specifically in the reading area. A teacher aide releases the regular classroom teachers at Fort Shaw from certain duties so that the teachers may spend additional time with the identified students. It is hoped that the project activities at all of the schools serve to improve the participant's performance, not only in reading but in other skill areas; in addition, it is hoped that this type of a program changes the student's attitude towards himself and towards the school.

PROJECT NUMBER: 71-03-0028-01-0061

NAME OF PRIME

APPLICANT: Chinook Elementary School District No. 10

NUMBER OF DISTRICTS

IN PROJECT: 12

APPROVED PROJECT

AMOUNT: \$29,778

TOTAL NUMBER

OF PARTICIPANTS: 108 (public school 108)

AUTHORIZED

REPRESENTATIVE: Mr. Patrick Conroy
Superintendent of Schools
School District No. 10
Chinook, Montana 59523

TITLE OF PROJECT: Identifying and Correcting Learning Disabilities

DESCRIPTION:

During the regular school year a counselor is to be employed by the Chinook trustees to work with the identified students in grades 7 through 12. Besides meeting with the students on an individual basis, the counselor teaches a class in social psychology to the identified students twice a week. On the elementary level, two tutors work with the students in various academic areas. An instructional aide assists the tutors with the use of audiovisual materials and also works part-time as a secretary.

During the summer, ten rural schools are added to the program. The emphasis during the summer is on language arts and science. In addition to the counselor and the administrator, the summer program employs eight teachers and eight teacher aides.

PROJECT NUMBER: 71-21-0438-01-0062

**NAME OF PRIME
APPLICANT:** Rudyard High School District No. E

**NUMBER OF DISTRICTS
IN PROJECT:** 3

**APPROVED PROJECT
AMOUNT:** \$2,972

**TOTAL NUMBER
OF PARTICIPANTS:** 7

**AUTHORIZED
REPRESENTATIVE:** Mr. Charles Harman
Superintendent of Schools
School District No. E
Rudyard, Montana 59540

TITLE OF PROJECT: Cultural and Educational Improvement Program

DESCRIPTION:

One part-time teacher works with the students individually and in small groups in the area of remedial reading. It is hoped that participation in this special reading program will raise the student's reading level and comprehension and thereby improve overall academic performance.

PROJECT NUMBER: 71-06-0087-01-0063

**NAME OF PRIME
APPLICANT:** Ekalaka Elementary School District No. 15

**NUMBER OF DISTRICTS
IN PROJECT:** 2

**APPROVED PROJECT
AMOUNT:** \$10,018

**TOTAL NUMBER
OF PARTICIPANTS:** 24

**AUTHORIZED
REPRESENTATIVE:** Mr. Marshall Lambert
Acting Principal
Ekalaka Elementary School
School District No. 15
Ekalaka, Montana 59324

TITLE OF PROJECT: Improvement of Reading Program

DESCRIPTION:

This program is staffed by a remedial reading teacher and one instructional aide. The certificated teacher helps identified students in those areas of instruction where special assistance is needed. The instructional aide is used to tutor students individually or in small groups under staff supervision. Individualized instruction is offered in reading, language arts and mathematics.

PROJECT NUMBER: 71-44-0797-01-0064**NAME OF PRIME****APPLICANT:** Colstrip High School District No. 19**NUMBER OF DISTRICTS****IN PROJECT:** 1**APPROVED PROJECT****AMOUNT:** \$19,428**TOTAL NUMBER****OF PARTICIPANTS:** 43 (public school 21 non-public school 22)**AUTHORIZED****REPRESENTATIVE:** Mr. Lynn Nordahl
Colstrip High School
Colstrip, Montana 59323**TITLE OF PROJECT:**

Preparedness Program in English, Mathematics and Reading

DESCRIPTION:

This cooperative project employs one elementary teacher and three secondary teachers. St. Labre High School employs two certificated secondary teachers who concentrate on the identified students who need assistance in reading, English speech and mathematics. Colstrip Public Schools utilize one certificated elementary and one certificated secondary teacher. These teachers provide special assistance concentrating on reading and mathematics. Individualized instruction programs are designed for each Title I student with courses of study prescribed on the basis of need in each academic area.

PROJECT NUMBER: 71-14-0273-01-0065**NAME OF PRIME****APPLICANT:** Moore School District No. 44**NUMBER OF DISTRICTS****IN PROJECT:** 2**APPROVED PROJECT****AMOUNT:** \$3,220**TOTAL NUMBER****OF PARTICIPANTS:** 6 (public school 6)

AUTHORIZED

REPRESENTATIVE: Mr. Dick Schmidt
Superintendent of Schools
School District No. 44
Moore, Montana 59464

TITLE OF PROJECT: Remedial Reading and Spelling

DESCRIPTION:

A tutor meets four times a week with the Title I participants. The major emphasis is on improving the students' classroom performance in reading and spelling. A variety of audiovisual materials will be used to supplement the individual instruction.

PROJECT NUMBER: 71-55-0954-01-0066

NAME OF PRIME

APPLICANT: Wibaux Elementary School District No. 6

NUMBER OF DISTRICTS

IN PROJECT: 6

APPROVED PROJECT

AMOUNT: \$15,270.00

TOTAL NUMBER

OF PARTICIPANTS: 40 (public school 40)

AUTHORIZED

REPRESENTATIVE: Mr. Joe Kojancik
Superintendent of Schools
P. O. Box 235
Wibaux, Montana 59353

TITLE OF PROJECT: Reading and Instructional Services

DESCRIPTION:

This cooperative project is staffed by one remedial reading teacher and one full-time and one half time instruction aide which serve the Wibaux County public schools. Remedial reading is offered on both the elementary and secondary levels to improve the achievement of participants. The aides work under the supervision of the regular teachers to assist the identified students in all academic areas of study. Three instructional tutors are employed at three project sites: Southcenter, Michaels and Carlyle Elementary Schools. Individualized instruction is offered to the Title I students in instruction areas where special help is needed.

PROJECT NUMBER: 71-50-0883-01-0067

NAME OF PRIME

APPLICANT: Choteau Elementary School District No. 1

NUMBER OF DISTRICTS

IN PROJECT: 2

APPROVED PROJECT
AMOUNT:

\$8,982

TOTAL NUMBER
OF PARTICIPANTS:

29 (public school 27 non-public school 2)

AUTHORIZED
REPRESENTATIVE:

Mr. Robert W. Gormley
Superintendent of Schools
School District No. 1
Box 400
Choteau, Montana 59422

TITLE OF PROJECT:

Up-grading Educational Opportunities

DESCRIPTION:

This 50-week project operates during the regular school term. Three tutors work to improve classroom performance in reading and mathematics. Two students whose ability to perform in the classroom has been hampered by physical handicaps will have these problems corrected. The tutors help identified students individually and in small groups primarily outside the classroom. Appropriate hardware and software instructional materials are available and will be utilized.

PROJECT NUMBER: 71-27-0521-01-0068

NAME OF PRIME
APPLICANT:

Libby Elementary School District No. 4

NUMBER OF DISTRICTS
IN PROJECT:

1

APPROVED PROJECT
AMOUNT:

\$11,132

TOTAL NUMBER
OF PARTICIPANTS:

59 (public school 57 non-public school 2)

AUTHORIZED
REPRESENTATIVE:

Mr. James Watkins
Superintendent of Schools
School District No. 4
Libby, Montana 59923

TITLE OF PROJECT:

Remedial Math

DESCRIPTION:

This project operates during the regular school term for two semesters. One part-time teacher and four part-time aides work with identified youngsters to achieve the objective of improving mathematics skills. Students are placed in an individualized math program with a student-teacher ratio no greater than four-to-one. Students are given diagnostic tests to determine the exact areas of weaknesses and are provided with material and instruction necessary to overcome those deficiencies. Both the teacher and the aides work with identified youngsters inside and outside the classroom.

PROJECT NUMBER: 71-10-0199-01-0069

NAME OF PRIME
APPLICANT: Flaxville Elementary School District No. 7

NUMBER OF DISTRICTS
IN PROJECT: 7

APPROVED PROJECT
AMOUNT: \$6,437.00

TOTAL NUMBER
OF PARTICIPANTS: 18 (public school 18)

AUTHORIZED
REPRESENTATIVE: Mr. Greg Bennett
Superintendent of Schools
Flaxville Elementary School
School District No. 7
Flaxville, Montana 59222

TITLE OF PROJECT: Development of Cultural and Basic Skills

DESCRIPTION:

This cooperative project involving seven districts employs one remedial reading teacher and four instructional aides. Reading and language arts are stressed in Flaxville public schools for both the elementary and secondary students. Programs are designed to meet the individual needs of identified children. The four aides work at the Flaxville, Peerless, Butte Creek and Whitetail project sites. The aides work under the supervision of the regular teachers to assist the Title I students. They work individually or in small groups to improve their attainment level in academic areas.

PROJECT NUMBER: 71-23-0463-01-0070

NAME OF PRIME
APPLICANT: Stanford School District No. 12

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$6,757

TOTAL NUMBER
OF PARTICIPANTS: 12 (public school 10 non-public school 2)

AUTHORIZED
REPRESENTATIVE: Mr. Ervin E. Ketterling
Superintendent of Schools
School District No. 12
Stanford, Montana 59479

TITLE OF PROJECT: Teacher Aide Services

DESCRIPTION:

Two teacher aides relieve teachers of clerical jobs and allow them to spend more time instructing, giving particular attention to individual help to the identified students in the project. It is hoped that this individual help will bring up the achievement level in each participant's case. Improved performance on standardized tests, improved classroom performance in reading as well as improved classroom performance in other academic areas are anticipated.

PROJECT NUMBER: 71-56-0981-01-0071

**NAME OF PRIME
APPLICANT:** Elysian Elementary School District No. 23

**NUMBER OF DISTRICTS
IN PROJECT:** 7

**APPROVED PROJECT
AMOUNT:** \$4,445

**TOTAL NUMBER
OF PARTICIPANTS:** 19 (public school 19)

**AUTHORIZED
REPRESENTATIVE:** Mrs. Roberta Denler
County Superintendent of Schools
Yellowstone County
Billings, Montana 59101

TITLE OF PROJECT: Improvement of Academic Achievements

DESCRIPTION:

The seven rural schools in Yellowstone County have formed a cooperative project utilizing one certificated teacher and two tutors. The itinerant teacher and tutors visit each project site and assist the students in areas of identified needs. A one-to-one relationship is used to improve the achievement level of the Title I students. Also, this program is designed to improve the attitude and aspirational level of the students.

PROJECT NUMBER: 71-46-0821-01-0072

**NAME OF PRIME
APPLICANT:** Medicine Lake Elementary School District No. 7

**NUMBER OF DISTRICTS
IN PROJECT:** 3

**APPROVED PROJECT
AMOUNT:** \$4,586

**TOTAL NUMBER
OF PARTICIPANTS:** 11 (public school 11)

AUTHORIZED

REPRESENTATIVE: Mr. Karl A. Fiske
Superintendent of Schools
School District No. 7
Medicine Lake, Montana 59247

TITLE OF PROJECT: Improved Basic Skills of Educationally Deprived Children

DESCRIPTION:

Three tutors are employed to help educationally disadvantaged children raise their attainment level in those academic areas where they need special help. Under the supervision of the regular teachers, the tutors work individually or in small groups and design individual programs that will provide direct, purposeful experiences to the identified children.

PROJECT NUMBER: 71-15-0310-01-0073

NAME OF PRIME

APPLICANT: Kalispell Elementary School District No. 5

NUMBER OF DISTRICTS

IN PROJECT: 2

APPROVED PROJECT

AMOUNT: \$32,225

TOTAL NUMBER

OF PARTICIPANTS: 113 (public school 104 non-public school 9)

AUTHORIZED

REPRESENTATIVE: Mr. Keith L. Allred
Assistant Superintendent of Schools
School District No. 5
Box 788
Kalispell, Montana 59901

TITLE OF PROJECT: THRUST (Tutorial, Health, Remedial, Understanding, Self, Transition)

DESCRIPTION:

This project operates during the regular school term for two semesters and during the summer term for five weeks. Teachers and tutors work with identified youngsters and provide supportive services such as emergency dental and medical treatment, clothing and psychological testing. Project objectives are improving reading, math and science, improving the child's emotional and social stability and improving the youngster's general health which adversely affects his ability to learn. Personnel work with identified students individually outside the classroom and in some instances in small groups inside the classroom. A unique feature of this project involves the employment of home-school counselors to make home visits encouraging parents to be more emphatic toward the learning problems of their children.

The summer school program involves employment of four professional personnel to conduct biology and language arts activities for high school sophomores. The intent is to prevent dropping out and to change attitudes toward school and education. Field trips are used extensively to provide the appropriate learning atmosphere for biology.

PROJECT NUMBER: 71-05-0056-01-0074

NAME OF PRIME
APPLICANT: Red Lodge School District No. 2

NUMBER OF DISTRICTS
IN PROJECT: 7

APPROVED PROJECT
AMOUNT: \$18,155

TOTAL NUMBER
OF PARTICIPANTS: 42 (public school 42)

AUTHORIZED
REPRESENTATIVE: Mr. Lloyd Rase
Superintendent of Schools
School District No. 1
P. O. Box 1090
Red Lodge, Montana 59068

TITLE OF PROJECT: Strengthening Reading and Language Arts

DESCRIPTION:

During the regular school year, the Red Lodge Elementary School and the Red Lodge High School concentrate on strengthening the reading skills of the identified students. The aim of the program is to enable the student to raise his grade level in language arts and reduce the number of dropouts from the school. A teacher aide assists the reading teacher.

The rural schools in the cooperative project use their funds for teacher aides. These aides relieve teachers of certain duties so that the teachers in the rural schools have more time to work with the identified students.

During the summer there is a reading program for students who cannot participate profitably in classroom learning activities which involve the use of textbooks. This program lasts for five weeks. Each student in the summer program is provided with intensive small-group instruction. Five teachers are employed to work with the students to improve skills, comprehension, reading rate, phonetic analysis and spelling.

PROJECT NUMBER: 71-42-0745-01-0075

NAME OF PRIME
APPLICANT: Sidney Elementary School District No. 5

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$53,422

TOTAL NUMBER
OF PARTICIPANTS: 150 (public school 125 non-public school 25)

AUTHORIZED
REPRESENTATIVE: Mr. James E. Wood
Assistant Principal
Sidney Junior High School
Sidney, Montana 59270

TITLE OF PROJECT: Improvement of Communication and Related Skills

DESCRIPTION:

Four tutors are utilized in the regular school program in elementary school grades 1 through 6. Tutors work with individuals or in small groups under the supervision of the regular teacher emphasizing reading and communication skills. Nine qualified elementary teachers and seven secondary teachers are employed in the summer program. Reading, English, mathematics and natural science are offered to 150 identified students to improve achievement levels in basic academic areas. Speech therapy is offered to 14 identified students who are having speech difficulty. Field trips are coordinated with the academic program to provide more meaningful experiences to educationally disadvantaged children. Improvement of work study habits is a component of the academic school year and summer program. Emphasis is placed on helping the participants overcome poor learning and study habits. Guidance counseling services are offered to the elementary children in the program to assist in social, emotional and educational problems. Health services are an integral part of the project and are made available to the students on an emergency basis.

PROJECT NUMBER: 71-49-0882-01-0076

NAME OF PRIME
APPLICANT: Sweet Grass County High School

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$7,648

TOTAL NUMBER
OF PARTICIPANTS: 20 (public school 20)

AUTHORIZED
REPRESENTATIVE: Mr. W. V. Ramberg
Principal
Sweet Grass County High School
Big Timber, Montana 59011

TITLE OF PROJECT: Guidance and Reading

DESCRIPTION:

A part-time guidance counselor works with the students in the areas of counseling and remedial reading. The counselor attempts to teach the students how to cope with their learning difficulties, behavioral problems and social relationships, as well as work with faculty members regarding their attitudes toward the students. The counselor holds individual interviews with the students and with their parents and teachers. In addition, the counselor works with students that need additional help in reading. The reading program is on an individual basis and a variety of audiovisual materials are used.

During the summer the counselor visits the student at his home and if possible, at his place of employment. The student is also required to read at least one or more novels during the summer. As much as possible, the novels relate to certain problems of the individual student. Thus, the summer program aims at correlating the reading and guidance program of the school year. Discussion groups are held with the guidance counselor regarding the novels which were read.

PROJECT NUMBER: 71-33-0607-01-0077

NAME OF PRIME
APPLICANT: Melstone School District No. 64-J

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$4,004

TOTAL NUMBER
OF PARTICIPANTS: 7 (public school 7)

AUTHORIZED
REPRESENTATIVE: Mr. Bob Neff
Superintendent of Schools
School District No. 64-J
Melstone, Montana 59054

TITLE OF PROJECT: Tutor Program to Meet Individual Needs

DESCRIPTION:

One teacher works with individual students. A tutor works with students in various academic areas, trying to develop positive attitudes of self-confidence in the students. The tutor also visits the students in their homes and explains the program to the parents. Major emphasis is in the area of reading and language arts.

PROJECT NUMBER: 71-45-0804-01-0078

NAME OF PRIME
APPLICANT: Thompson Falls Elementary School District No. 2

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$6,410

TOTAL NUMBER
OF PARTICIPANTS: 25 (public school 25)

AUTHORIZED
REPRESENTATIVE: Mr. Oliver Holo
Superintendent of Schools
School District No. 2
Thompson Falls, Montana 59873

TITLE OF PROJECT: Remedial Reading and Communication

DESCRIPTION:

This 24-week project operates during the regular school term for two semesters. Two teachers work with identified students to improve reading and mathematics skills of each student. The teachers help students individually and in small groups outside the classroom. Appropriate audiovisual aids and instructional materials are utilized.

PROJECT NUMBER: 71-28-0539-01-0079

NAME OF PRIME

APPLICANT: Twin Bridges Elementary School District No. 7

NUMBER OF DISTRICTS

IN PROJECT: 1

APPROVED PROJECT

AMOUNT: \$4,375

TOTAL NUMBER

OF PARTICIPANTS: 20 (public school 20)

AUTHORIZED

REPRESENTATIVE: Mr. Thomas Everett
Superintendent of Schools
School District No. 7
Twin Bridges, Montana 59754

TITLE OF PROJECT: Remedial and Developmental Reading

DESCRIPTION:

This project operates during the regular school term for approximately 27 weeks. The reading skills of identified students are improved with the help of a full-time teacher working with identified students in small groups and individually, outside the classroom. Appropriate audiovisual aids and instructional materials are utilized. Each student is tested and diagnosed for his specific problem and individual instruction is designed to help correct his problems.

PROJECT NUMBER: 71-45-0815-01-0080

NAME OF PRIME

APPLICANT: Hot Springs High School District No. 14

NUMBER OF DISTRICTS

IN PROJECT: 4

APPROVED PROJECT

AMOUNT: \$5,225

TOTAL NUMBER

OF PARTICIPANTS: 20 (public school 20)

**AUTHORIZED
REPRESENTATIVE:**

Mr. Alan J. McCoy
Superintendent of Schools
School District No. 14
Hot Springs, Montana 59845

TITLE OF PROJECT: Tutor Program

DESCRIPTION:

This program will operate during the regular school term for approximately 27 weeks. Three tutors working with identified students hope to improve the reading and math skills of each student. The tutors help identified students individually and in small groups, primarily outside the classroom. Appropriate hardware and software instructional materials are available and utilized.

PROJECT NUMBER: 71-38-0705-01-0081

**NAME OF PRIME
APPLICANT:**

Broadus Elementary School District No. 79-J

**NUMBER OF DISTRICTS
IN PROJECT:**

2

**APPROVED PROJECT
AMOUNT:**

\$11,819

**TOTAL NUMBER
OF PARTICIPANTS:**

38 (public school 38)

**AUTHORIZED
REPRESENTATIVE:**

Mr. Norman E. Anderson
Superintendent of Schools
School District No. 79-J
Broadus, Montana 59317

TITLE OF PROJECT: Remedial Instruction in Language Arts

DESCRIPTION:

One certificated remedial reading teacher and two tutors are employed to work with 38 identified students. Individualized instruction in reading and language arts is offered to the elementary students. The tutors have designed special programs in reading, language arts and mathematics to meet the needs of the identified participants. The tutors work closely with the regular teachers to coordinate the activities of every identified student, to examine the programs periodically to determine if they are meeting the needs of the students and to evaluate programs regularly so that necessary changes can be made.

PROJECT NUMBER: 71-28-0540-01-0082

**NAME OF PRIME
APPLICANT:**

Twin Bridges High School District No. 7

**NUMBER OF DISTRICTS
IN PROJECT:**

1 and one state institution

APPROVED PROJECT
AMOUNT: \$18,674

TOTAL NUMBER
OF PARTICIPANTS: 40 (public school 7 institution 33)

AUTHORIZED
REPRESENTATIVE: Mr. Thomas Everett
Superintendent of Schools
School District No. 7
Twin Bridges, Montana 59754

TITLE OF PROJECT: Individualized Remedial Instruction

DESCRIPTION:

Two teachers, two aides and a part-time counselor are employed to work with 40 identified students. Individualized instruction is offered high school students who are behind grade level in the basic skills areas and who need assistance in order to raise their level of educational attainment to that appropriate for their age and grade group. The project is designed to assist the student who thinks he is a failure and who is rejected from society to build a better understanding of himself and the motivation to achieve. Hopefully, individual attention from concerned adults together with success in the basic skills and in school will improve the participant's behavior and attitude towards himself, the school and society.

PROJECT NUMBER: 71-42-0768-01-0083

NAME OF PRIME
APPLICANT: Lambert Elementary School District No. 86

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,015

TOTAL NUMBER
OF PARTICIPANTS: 7 (public school 7)

AUTHORIZED
REPRESENTATIVE: Mr. Gerald E. Willis
Superintendent of Schools
School District No. 86
Lambert, Montana 59243

TITLE OF PROJECT: Academic Improvement Program

DESCRIPTION:

This cooperative project employs a full-time certificated teacher who works with seven elementary and secondary educationally disadvantaged children. Individualized instruction is established for each identified child in the program concentrating on the areas of reading, English, mathematics and social science. Emphasis is placed on helping educationally disadvantaged students to overcome poor learning and study habits.

PROJECT NUMBER: 71-27-0527-01-0084

NAME OF PRIME APPLICANT: Eureka Elementary School District No. 13

NUMBER OF DISTRICTS IN PROJECT: 5

APPROVED PROJECT AMOUNT: \$8,217

TOTAL NUMBER OF PARTICIPANTS: 24 (public school 24)

AUTHORIZED REPRESENTATIVE: Mr. Ray L. Mace
Superintendent of Schools
School District No. 13
Eureka, Montana 59917

TITLE OF PROJECT: Individual Tutoring

DESCRIPTION:

This project operates during the regular school term for two semesters. Project objectives of improving reading and math skills, attitudes, self-images, attendance and of reducing the severe discipline problems are met with the help of five part-time tutors and one part-time teacher who work with students both inside and outside the classroom.

PROJECT NUMBER: 71-05-0073-01-0085

NAME OF PRIME APPLICANT: Edgar School District No. 33

NUMBER OF DISTRICTS IN PROJECT: 2

APPROVED PROJECT AMOUNT: \$2,803

TOTAL NUMBER OF PARTICIPANTS: 7 (public school 7)

AUTHORIZED REPRESENTATIVE: Mr. Robert G. Lynch
Superintendent of Schools
School Districts 33 and 4
Edgar, Montana 59026

TITLE OF PROJECT: Reading Improvement Program

DESCRIPTION:

One teacher is employed on a part-time basis to work with elementary and high school students particularly in the area of reading skills. The program goal is to provide the student with a better image of himself and change his attitude towards school by improving the basic skills of the student.

PROJECT NUMBER: 71-33-0605-01-0086

NAME OF PRIME

APPLICANT: Roundup Elementary School District No. 55

NUMBER OF DISTRICTS

IN PROJECT: 4

APPROVED PROJECT

AMOUNT: \$15,725

TOTAL NUMBER

OF PARTICIPANTS: 56 (public school 56)

AUTHORIZED

REPRESENTATIVE: Mr. Robert D. Krogh
Superintendent of Schools
Roundup, Montana 59072

TITLE OF PROJECT:

Diagnosis and Treatment of Learning Difficulties

DESCRIPTION:

Two part-time secondary teachers, four tutors, one part-time counselor, one half-time nurse and social worker and one half-time speech therapist staff this project. Diagnostic evaluation for learning difficulties is given to those students who are not performing to their capabilities. A school nurse and social worker work on a part-time basis to stress good health habits, improve personal hygiene and create better rapport between home and school. A speech therapist uses the TOK-BAC-Voice reflectors to help the child become aware of his incorrect speech pattern and to improve and correct these sounds. A preventative dropout program which involves the teaching of employable skills, has been initiated for those who are potential dropouts. An evening tutorial program, designed to provide a better study environment for those students who need special assistance in academic areas, is a part of the project.

PROJECT NUMBER: 71-46-0825-01-0087

NAME OF PRIME

APPLICANT: Antelope Elementary School District No. 19

NUMBER OF DISTRICTS

IN PROJECT: 7

APPROVED PROJECT

AMOUNT: \$6,277

**TOTAL NUMBER
OF PARTICIPANTS:** 13 (public school 13)

**AUTHORIZED
REPRESENTATIVE:** Mrs. Stacy Rierson
County Superintendent of Schools
Sheridan County
Plentywood, Montana 59254

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

This cooperative project employs six instructional aides to help educationally disadvantaged students at six project sites improve their classroom performance in reading, language arts and mathematics. The aides are supervised by the regular teachers and individualized programs are established for each participant. Emphasis is placed on priority needs of the project participants designated by the survey of needs. Guidance counseling is offered to help students overcome social, emotional and educational problems.

PROJECT NUMBER: 71-43-0778-01-0088

**NAME OF PRIME
APPLICANT:** Culbertson High School District No. 17-C

**NUMBER OF DISTRICTS
IN PROJECT:** 1

**APPROVED PROJECT
AMOUNT:** \$2,960

**TOTAL NUMBER
OF PARTICIPANTS:** 6 (public school 6)

**AUTHORIZED
REPRESENTATIVE:** Mr. Gary F. Martin
Superintendent of Schools
Culbertson, Montana 59218

TITLE OF PROJECT: Improvement of English and Mathematical Skills

DESCRIPTION:

This project employs a certificated teacher to assist identified educationally disadvantaged children. A program in language arts is provided to individualize instruction and promote student interest through a non-structured approach. Individualized instruction in mathematics provides students with experiences relevant to their need and abilities aimed at improving computational skills.

PROJECT NUMBER: 71-44-0794-01-0089

NAME OF PRIME
APPLICANT: Rosebud Elementary School District No. 12

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$5,861

TOTAL NUMBER
OF PARTICIPANTS: 14 (public school 14)

AUTHORIZED
REPRESENTATIVE: Mr. Vernon Richardson
Superintendent of Schools
School District No. 12
Rosebud, Montana 59347

TITLE OF PROJECT: Improvement of Speech and Basic Skills

DESCRIPTION:

A speech therapist works in this project with seven identified students to correct speech difficulties. The county health nurse works with the emotional and social problems of Title I children. One tutor, under the supervision of regular teachers, works individually or in small groups with identified children in the areas of reading and language arts. Individualized instruction programs are designed to meet the needs of the project participants.

PROJECT NUMBER: 71-01-0008-01-0090

NAME OF PRIME
APPLICANT: Lima Elementary School District No. 12

NUMBER OF DISTRICTS
IN PROJECT: 9

APPROVED PROJECT
AMOUNT: \$4,212

TOTAL NUMBER
OF PARTICIPANTS: 17 (public school 17)

AUTHORIZED
REPRESENTATIVE: Mr. Alex Hilsendeger
Superintendent of Schools
School District No. 12
Lima, Montana 59739

TITLE OF PROJECT: Remedial Reading

DESCRIPTION:

This project operates during the second semester of the regular school term. It is a cooperative project involving nine rural schools in Beaverhead County. By employing teachers and paraprofessionals to work with identified youngsters the project aims are to improve reading. In the outlying schools the paraprofessional aide relieves the teacher who works with identified students. In Lima, students are assisted in small groups both in and out of the classroom.

PROJECT NUMBER: 71-56-0985-01-0091

**NAME OF PRIME
APPLICANT:** Shepherd Elementary School District No. 37

**NUMBER OF DISTRICTS
IN PROJECT:** 2

**APPROVED PROJECT
AMOUNT:** \$3,584

**TOTAL NUMBER
OF PARTICIPANTS:** 12 (public school 12)

**AUTHORIZED
REPRESENTATIVE:** Mr. Milton McNea
Superintendent of Schools
Shepherd Elementary School
School District No. 37
Shepherd, Montana 59079

TITLE OF PROJECT: Basic Skills Improvement

DESCRIPTION:

Three tutors were assigned to work with and establish individualized programs for educationally disadvantaged children. Under the supervision of regular teachers the tutors work individually or in small groups with identified students in reading, mathematics, English and other language arts. Programmed materials, audiovisual equipment and success oriented expenses are used to develop a positive educational environment for improving pupils' achievement levels.

PROJECT NUMBER: 71-02-0022-01-0092

**NAME OF PRIME
APPLICANT:** Community Elementary District No. 16

**NUMBER OF DISTRICTS
IN PROJECT:** 4

**APPROVED PROJECT
AMOUNT:** \$8,419

**TOTAL NUMBER
OF PARTICIPANTS:** 27 (public school 27)

**AUTHORIZED
REPRESENTATIVE:**

Mr. Roy Nayematsu
School District No. 16
Hardin, Montana 59034

TITLE OF PROJECT: Remedial Program in Basic Subjects

DESCRIPTION:

One full-time certified teacher is employed at Wyola Elementary and one full-time instructional aide is employed at Pryor Elementary School. They have established remedial instruction programs for educationally disadvantaged students who are in need of special assistance to raise their attainment level. Two half-time instructional aides are involved in the programs at Big Bend Elementary and Community Elementary Schools. The tutors assist the regular teachers in organizing instructional materials, helping the students individually and use of audiovisual equipment and materials.

PROJECT NUMBER: 71-01-0006-01-0093

**NAME OF PRIME
APPLICANT:**

Beaverhead County High School

**NUMBER OF DISTRICTS
IN PROJECT:**

1

**APPROVED PROJECT
AMOUNT:**

\$5,634

**TOTAL NUMBER
OF PARTICIPANTS:**

12 (public school 12)

**AUTHORIZED
REPRESENTATIVE:**

Mr. Dale Zink
Beaverhead County High School
Dillon, Montana 59725

TITLE OF PROJECT: Guidance Services in Basic Skills Areas

DESCRIPTION:

This project is being conducted throughout the second semester and the summer. Project participants are given supplementary, individual guidance counseling during the program in an attempt to change their attitudes and schoolroom behavior. Parents assist students whenever feasible. Supportive services, including medical and clothing assistance are provided for those students who need them. The two teachers involved in the program plan to provide personal conferences and attention to the students and their needs in an attempt to improve their health, hygiene, grooming, negative image, attitudes and educational aspirations.

PROJECT NUMBER: 71-22-0456-01-0094

NAME OF PRIME
APPLICANT: Boulder Elementary School District No. 7

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,991

TOTAL NUMBER
OF PARTICIPANTS: 15 (public school 15)

AUTHORIZED
REPRESENTATIVE: Mr. Robert L. Laumeyer
Superintendent of Schools
School District No. 7
Boulder, Montana 59632

TITLE OF PROJECT: Tutoring Basic Skills

DESCRIPTION:

This project operates during the school term for approximately 24 weeks. Two tutors work with identified youngsters to achieve the objective of improving reading and mathematics. Both tutors work with identified students individually and in small groups outside the classroom. Appropriate audiovisual aids are employed to help achieve the desired objectives.

PROJECT NUMBER: 71-14-0258-01-0095

NAME OF PRIME
APPLICANT: Lewistown Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$9,610

TOTAL NUMBER
OF PARTICIPANTS: 30 (public school 26 non-public school 4)

AUTHORIZED
REPRESENTATIVE: Mr. Francis L. Savage
Superintendent of Schools
School District No. 1
Lewistown, Montana 59457

TITLE OF PROJECT: Individual Reading

DESCRIPTION:

Four teachers are employed during the second semester to work with students on an individual basis. It is hoped that the individualized instruction enables the students to read at the level commonly accepted for their age group and that this one-to-one relationship enhances their verbal ability. A unique feature of this program is the plan to reward each child for his success. The philosophy of the program is that the child today in a class situation needs exterior motivation to continue to a successful conclusion and retention of the learned discipline. Hence, each success is rewarded by small gifts of candy, pencils, tablets, stars or pictures.

PROJECT NUMBER: 71-37-0681-01-0097

NAME OF PRIME

APPLICANT: Brady Elementary School District No. 19

NUMBER OF DISTRICTS

IN PROJECT: 5

APPROVED PROJECT

AMOUNT: \$4,177

TOTAL NUMBER

OF PARTICIPANTS: 10 (public school 10)

AUTHORIZED

REPRESENTATIVE: Mr. Eugene R. Comes
Superintendent of Schools
School District No. 19
Box 98
Brady, Montana 59416

TITLE OF PROJECT: Individual Instruction

DESCRIPTION:

The elementary schools in this project provide instructional assistance for the elementary students who have the most serious problems in language arts, math, science and social science. The aides work with the children in the classrooms and in some instances free the regular teacher to give individual attention to each child.

Because lack of interest in the academic subjects appears to be a major problem of the high school students involved, this program is designed to provide vocational-technical education in large engine mechanics and welding for identified students. These students travel to a nearby school for a nine-week vocational-technical program. In addition, the project provides four trips under adult supervision to post-secondary vo-tech schools to acquaint the students with the need and the desire to obtain a skill.

PROJECT NUMBER: 71-13-0255-01-0098

**NAME OF PRIME
APPLICANT:** Plevna Elementary School District No. 55

**NUMBER OF DISTRICTS
IN PROJECT:** 6

**APPROVED PROJECT
AMOUNT:** \$3,484

**TOTAL NUMBER
OF PARTICIPANTS:** 12 (public school 12)

**AUTHORIZED
REPRESENTATIVE:** Mrs. Lucille Reilly
County Superintendent of Schools
Fallon County
Baker, Montana 59313

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

One full-time certificated elementary teacher and one part time secretary-teacher are employed in the Plevna schools to work with identified Title I students. The project employs two full-time tutors to work with educationally disadvantaged children in the rural elementary schools. Individualized instruction is offered in reading, mathematics and language arts. The latest methods and techniques are used to develop the students' interests and desires in improving their reading skills.

PROJECT NUMBER: 71-05-0061-01-0099

**NAME OF PRIME
APPLICANT:** Joliet High School District No. 7

**NUMBER OF DISTRICTS
IN PROJECT:** 4

**APPROVED PROJECT
AMOUNT:** \$5,737

**TOTAL NUMBER
OF PARTICIPANTS:** 13 (public school 13)

**AUTHORIZED
REPRESENTATIVE:** Mr. Chandler G. Newhall
Superintendent of Schools
Joliet High School
School District No. 7
Joliet, Montana 59041

TITLE OF PROJECT: A Project to Improve the Academic Achievement of Selected Participants

DESCRIPTION:

One full-time and three part-time teacher aides work during the second semester to relieve the elementary classroom teachers and high school language arts teachers of as many non-teaching duties as is practical, so that they may devote more time to individualized instruction in reading. Two of the teacher aides are to be employed at Joliet School and Joliet High School. Boyd Elementary and Silesia Elementary each employ one teacher aide.

PROJECT NUMBER: 71-17-0378-01-0100

NAME OF PRIME
APPLICANT: Garfield County High School

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$4,700

TOTAL NUMBER
OF PARTICIPANTS: 9 (public school 9)

AUTHORIZED
REPRESENTATIVE: Mr. George Knierim, Principal
Garfield County High School
Box 409
Jordan, Montana 59337

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

This program is designed to assist nine educational disadvantaged students who have unique problems. The pupils have been tested by the Eastern Montana Mental Hygiene Clinic and were diagnosed as having verbal handicaps, visual perception difficulties and social and emotional problems. Specific materials and programs are introduced to overcome the special handicaps of each of the identified children. The project is staffed by two tutors who are qualified to establish individual instruction in those areas where a definite need has been determined.

PROJECT NUMBER: 71-56-0979-01-0101

NAME OF PRIME
APPLICANT: Broadview High School District No. 21

NUMBER OF DISTRICTS
IN PROJECT: 8

APPROVED PROJECT
AMOUNT: \$9,693

TOTAL NUMBER
OF PARTICIPANTS: 17 (public school 17)

AUTHORIZED:
REPRESENTATIVE: Walter N. Scott
Superintendent of Schools
Box 106
Broadview, Montana 59015

TITLE OF PROJECT: Reading Tutors

DESCRIPTION:

Seven tutors are employed in this cooperative project involving eight participating districts. Tutors work with identified students individually in small groups under the direction of the regular teacher. Individual instruction programs are established for each pupil based on his academic needs. Speech therapy provides help for those students who have verbal communication handicaps. Emotional and social instability problems are referred to the mental hygiene clinic. An inservice training program conducted by consultants from Eastern Montana College in the areas of reading, language arts and mathematics is provided to the Title I personnel.

PROJECT NUMBER: 71-43-0786-01-0102

NAME OF PRIME
APPLICANT: Froid Elementary School District No. 65

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$2,180

TOTAL NUMBER
OF PARTICIPANTS: 14 (public school 14)

AUTHORIZED
REPRESENTATIVE: Mr. Leonard Amundson
Superintendent of Schools
School District No. 65
Froid, Montana 59226

TITLE OF PROJECT: Individualized Program to Help the Disadvantaged Children

DESCRIPTION:

This program employs one certificated elementary teacher and two part-time teachers to work with the educationally disadvantaged students. These teachers work individually or in small groups with the identified students in reading, language arts and mathematics. Individualized instruction programs are established for each pupil based on his academic needs. Increased use of program materials, success oriented experiences, program learning and development of a positive educational climate are used to improve the attainment level of the pupils.

PROJECT NUMBER: 71-45-0802-01-0103

NAME OF PRIME
APPLICANT: Plains Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$6,641

TOTAL NUMBER
OF PARTICIPANTS: 24 (public school 24)

AUTHORIZED
REPRESENTATIVE: Mr. Jack Webster
Superintendent of Schools
School District No. 1
Plains, Montana 59859

TITLE OF PROJECT: Remedial Education

DESCRIPTION:

The Paradise School operates during the regular school term while the Plains School opens for a month during the summer. Five teachers work with identified students to improve the reading and social science skills of each student. Project goals include raising the educational aspiration level of each student and reducing the rate and severity of disciplinary problems. One teacher works with the first three grades while a second teacher works with grades 4, 5 and 6 and two teachers work with grades 7 through 12. A librarian provides resource materials and a supplementary reading text for identified students. She acts as a resource person and helps students find necessary, meaningful references. Field trips, into areas important to Montana history, augment classroom instruction.

PROJECT NUMBER: 71-07-0104-01-0104

NAME OF PRIME
APPLICANT: Centerville School District No. 5

NUMBER OF DISTRICTS
IN PROJECT: 6

APPROVED PROJECT
AMOUNT: \$3,904

TOTAL NUMBER
OF PARTICIPANTS: 13 (public school 13)

AUTHORIZED
REPRESENTATIVE: Mr. Robert G. Kinna
Superintendent of Schools
Centerville Schools
Sand Coulee, Montana 59472

TITLE OF PROJECT: Increased Achievement and Attitudinal Change Through Tutorial Assistance

DESCRIPTION:

Three tutors will work during the second semester with the project participants in a one-to-one situation on a daily schedule. The purpose of this approach is to increase the student's self-image and approve the participant's attitude toward himself and his school. It is hoped that certain basic skills and capabilities that the project participants have but have not used will be revitalized through individual attention. Special help and assistance will be given in the basic academic areas to help the students meet success in their everyday classroom work.

PROJECT NUMBER: 71-23-0472-01-0105

NAME OF PRIME APPLICANT: Geyser School District No. 58

NUMBER OF DISTRICTS IN PROJECT: 6

APPROVED PROJECT AMOUNT: \$7,860

TOTAL NUMBER OF PARTICIPANTS: 19 (public school 19)

AUTHORIZED REPRESENTATIVE: Mr. Leonard A. Benjamin
Superintendent of Schools
School District No. 58
Geyser, Montana 59447

TITLE OF PROGRAM: Special Upgrading Project

DESCRIPTION:

During the second semester two reading specialists work with individual students to improve their ability in using the English language. This includes reading comprehension, improved reading speed, improved interest in reading and limited speech therapy. One of the reading specialists is based in Hobson, the other reading specialist in Geyser. Primarily this program aims at bringing the student to a reading level equivalent to his age group and ability.

PROJECT NUMBER: 71-26-0510-01-0106

NAME OF PRIME APPLICANT: Chester School District No. 33

NUMBER OF DISTRICTS IN PROJECT: 4

APPROVED PROJECT AMOUNT: \$3,247

TOTAL NUMBER
OF PARTICIPANTS: 7 (public school 7)

AUTHORIZED
REPRESENTATIVE: Mr. Richard B. McCrea, Principal
Chester Elementary School
Box 550
Chester, Montana 59522

TITLE OF PROJECT: Guidance and Counseling Project

DESCRIPTION:

During the second semester a guidance counselor provides psychological testing and counseling to those students requiring his services. The guidance counselor provides inservice training for the teachers.

PROJECT NUMBER: 71-14-0290-01-0107

NAME OF PRIME
APPLICANT: Winifred School District No. 115

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$1,783

TOTAL NUMBER
OF PARTICIPANTS: 7 (public school 7)

AUTHORIZED
REPRESENTATIVE: Mr. Larry Lehman
Superintendent of Schools
School District No. 115
Winifred, Montana 59489

TITLE OF PROJECT: Winifred Remedial Reading

DESCRIPTION:

One teacher will be hired for the second semester to work with the identified students on an individual or small group basis. If this project can improve the student's ability to read, the results should be an improved chance for success in English and other subject areas.

PROJECT NUMBER: 71-34-0626-01-0108

NAME OF PRIME
APPLICANT: Clyde Park School District No. 41

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$2,497

TOTAL NUMBER
OF PARTICIPANTS: 7 (public school 7)

AUTHORIZED
REPRESENTATIVE: Mr. John Cornish
Superintendent of Schools
School District No. 41
Clyde Park, Montana 59018

TITLE OF PROJECT: Special Instructional Aid to the Underprivileged

DESCRIPTION:

One teacher, hired on a part-time basis, works with the identified students during the second school semester. The teacher tutors the individual students with a variety of teaching methods and techniques. Such techniques as drill by repetition, learning to follow directions, spell downs, reading aloud, spontaneous speeches and self-learning will be emphasized. It is hoped that this individual attention enables the child to improve his self-image and to achieve at his appropriate grade level.

PROJECT NUMBER: 71-16-0360-01-0109

NAME OF PRIME
APPLICANT: Three Forks School District No. 24-24

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,753

TOTAL NUMBER
OF PARTICIPANTS: 10 (public school 10)

AUTHORIZED
REPRESENTATIVE: Mr. Jack Kreitingner
Superintendent of Schools
School District No. 24-24
Three Forks, Montana 59752

TITLE OF PROJECT: Remedial Reading, Arithmetic and English

DESCRIPTION:

Three tutors work with the identified students in grades 2, 4 and 5 in the areas of remedial reading and mathematics. The project takes place during the second semester. One of the tutors works with the students in guidance and counseling. In addition, each student is tested by a qualified staff member in order to further determine the needs and abilities of these students. The high school students are given tutorial instruction in the language arts. Personal counseling is also made available to these students.

PROJECT NUMBER: 71-50-0891-01-0110

NAME OF PRIME
APPLICANT: Fairfield Elementary School District No. 21

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$4,820

TOTAL NUMBER
OF PARTICIPANTS: 24 (public school 24)

AUTHORIZED
REPRESENTATIVE: Mr. Richard M. Mast
Superintendent of Schools
School District No. 21
Fairfield, Montana 59436

TITLE OF PROJECT: Basic Skills Improvement

DESCRIPTION:

Four tutors and one part-time teacher aide hope to improve basic skills of reading and mathematics and the child's self-image and attitude toward school and education. The tutors give individual instruction to participants in each of the basic skills areas during and after school hours. Some regular staff members and instructors are also utilized. A teacher aide is employed in the high school to provide regular staff members with time to work individually with the participants.

PROJECT NUMBER: 71-51-0911-01-0111

NAME OF PRIME
APPLICANT: Shelby High School District No. 14

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$14,370

TOTAL NUMBER
OF PARTICIPANTS: 44 (public school 43 non-public school 1)

AUTHORIZED
REPRESENTATIVE: Mr. Donald Freshour
Principal
Shelby High School
School District No. 14
Shelby, Montana 59474

TITLE OF PROJECT: Aid for Learning Disabilities

DESCRIPTION:

This program is aimed at identifying learning problems and seeking possible remedies. The project is designed to establish coordination for processing referrals in the areas of negative attitude, emotional and social problems, hearing, vision and speech therapy. A full-time counselor works primarily with elementary children in the determination and correction of attitudinal problems, emotional and social problems. The counselor also aids in testing and works with the coordinator to make professional referrals. Students who are identified as having negative attitudes towards school or education are screened to determine those who might benefit from tutoring by a well qualified tutor. These students are assigned to tutors for assistance in an individualized effort to help them find success as well as to realize that someone has a personal interest in them. By identifying the problems which affect the educational development of the child, and by providing a program to eliminate these problems, it is hoped that the identified students will show improved performance in reading and other academic skills.

PROJECT NUMBER: 71-39-0713-01-0112

NAME OF PRIME
APPLICANT: Powell County High School, Deer Lodge

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$1,435

TOTAL NUMBER
OF PARTICIPANTS: 30 (public school 30)

AUTHORIZED
REPRESENTATIVE: Mr. Roger A. Ranta
Principal
Powell County High School
Deer Lodge, Montana 59722

TITLE OF PROJECT: Dropout Prevention

DESCRIPTION:

This project operates during the second semester of the regular school term. One person works as a home-school counselor and tutor to reduce the dropout rate, improve academic achievement and change behavior of those students who exhibit antisocial tendencies. The home-school counselor schedules conferences with parents, visits homes, confers with law enforcement and medical personnel and also counsels the students. Also, the teacher meets periodically with each faculty member and discusses problems of mutual concern regarding the progress of each participant.

PROJECT NUMBER: 71-08-0137-01-0113

NAME OF PRIME
APPLICANT: F. E. Miley School District No. 11

NUMBER OF DISTRICTS
IN PROJECT: 5

APPROVED PROJECT
AMOUNT: \$11,669

TOTAL NUMBER
OF PARTICIPANTS: 29 (public school 29)

AUTHORIZED
REPRESENTATIVE: Mr. Boyd E. Romine
Superintendent of Schools
School Districts No. 11 and 2
Big Sandy, Montana 59520

TITLE OF PROJECT: Prevention and Correction of Learning Problems

DESCRIPTION:

This program employs three qualified persons to work during the second school semester with the identified students on a one-to-one or small-group basis. The students have been identified as being below level in reading and other basic skills. The three rural schools are provided with materials and supplies to enable them to concentrate on the needs of the identified students in their respective schools. The teacher in each of these schools spends additional time working with the identified students.

During the summer those students most in need in grades 7 through 12 are tutored individually and in small groups in the basic academic areas. In addition, a summer reading class is established in an attempt to raise the participant's reading ability to correspond to his grade level.

PROJECT NUMBER: 71-53-0934-01-0114

NAME OF PRIME
APPLICANT: Opheim Elementary School District No. 9

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$4,328

TOTAL NUMBER
OF PARTICIPANTS: 11 (public school 11)

AUTHORIZED
REPRESENTATIVE: Mr. Harold Tokerud
Superintendent of Schools
P. O. Box 108
Opheim, Montana 59250

TITLE OF PROJECT: Individualized Reading and Mathematics Program

DESCRIPTION:

This project is staffed by one part-time elementary teacher and one tutor. The identified educationally disadvantaged children are placed in a self-contained classroom in English and mathematics. Programmed instruction, audiovisual materials and individualized instruction will be used with the students to improve their achievement level. A field trip is coordinated with the academic program to provide meaningful experiences to the participants.

PROJECT NUMBER: 71-51-0919-01-0115

NAME OF PRIME
APPLICANT: Pondera School District No. 46

NUMBER OF DISTRICTS
IN PROJECT: 11

APPROVED PROJECT
AMOUNT: \$5,164

TOTAL NUMBER
OF PARTICIPANTS: 19 (public school 19)

AUTHORIZED
REPRESENTATIVE: Mrs. Sharron L. Weatherson
County Superintendent of Schools
Toole County
Shelby, Montana 59474

TITLE OF PROJECT: Rural Tutor-Teacher Aide Program for Individualized Instruction

DESCRIPTION:

Five teacher aides and one tutor will help individualize the instruction in the participating rural schools. The tutor and teacher aides will have preservice training and inservice training through the county superintendent's office, which will familiarize all personnel with methods and materials to be used. It is hoped that classroom performance in reading, language arts and math will improve as a result of this individual instruction.

PROJECT NUMBER: 71-34-0613-01-0116

NAME OF PRIME
APPLICANT: Park Senior High School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$15,869

TOTAL NUMBER
OF PARTICIPANTS: 20 (public school 15 youth not enrolled 5)

AUTHORIZED
REPRESENTATIVE: Mr. Harold Guthrie
Federal Projects Director
Livingston Public Schools
Livingston, Montana 59047

TITLE OF PROJECT: Project 71

DESCRIPTION:

The purpose of Project 71 is to equip a select number of high school aged youth with the skills, knowledge, attitudes and ideals essential to entering post secondary vocational training or to affecting successful entrance into the labor force upon the completion of secondary studies. To accomplish this goal several activities are necessary. First, a compensatory educational program permits basic deficiencies in reading, writing, speaking and arithmetic to be remediated. Second, additional academic instruction is provided which is relevant to everyday living. Third, interest and attitudes are developed by participation in selected activities.

This project is supported by Title I funds and vo-ed disadvantaged funds. An off-campus school is established where regular high school subjects are being taught under a program of individualized course of study.

The project also operates throughout the summer. Courses in the areas of communication, math and science are offered on a limited scale. Counseling is available to the students. The director of the program works with the students throughout the summer as well as visiting them in their place of employment.

PROJECT NUMBER: 71-51-0902-01-0117

NAME OF PRIME
APPLICANT: Sunburst School District No. 2

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$5,691

TOTAL NUMBER
OF PARTICIPANTS: 15 (public school 11 non-public school 4)

AUTHORIZED
REPRESENTATIVE: Mr. Paul R. Schrammeck
Superintendent of Schools
School District No. 2
Sunburst, Montana 59482

TITLE OF PROJECT: Improvement in Attitudes Through Individualized Art, Physical Education/Recreation and Reading Programs

DESCRIPTION:

This program aims at improving the participant's attitude about school and about reading through a program of individualized art and individualized reading during the second semester of the school year. To reinforce this program, a summer program emphasizes art, reading and swimming/physical education. Two reading teachers are employed and a teacher's aide assists in the art and reading program. An instructor is employed also for the swimming and physical education part of the program. This component aims at improving the motor skills coordination of the participants; it is correlated with the reading program.

PROJECT NUMBER: 71-54-0946-01-0118**NAME OF PRIME****APPLICANT:**

Harlowton High School District No. 16

NUMBER OF DISTRICTS**IN PROJECT:**

3

APPROVED PROJECT**AMOUNT:**

\$7,318

TOTAL NUMBER**OF PARTICIPANTS:**

22 (public school 22)

AUTHORIZED**REPRESENTATIVE:**

Mr. Joseph J. Fahn
Superintendent of Schools
School District No. 16
Harlowton, Montana 59036

TITLE OF PROJECT:

The Improvement of Reading, Math and Science Skills for the
Disadvantaged Student

DESCRIPTION:

This program operates during the second school semester and during the summer. Four teachers work with the students on an individual or small-group basis. Two of the teachers conduct remedial reading classes. The other two teachers work in the areas of mathematics and science. The courses are taught in such a way as to attempt to raise the achievement level of slow learners and disadvantaged students so that their level of learning will be closer to that expected for their age.

PROJECT NUMBER: 71-57-0670-01-0119**NAME OF PRIME****APPLICANT:**

Heart Butte Elementary School District No. 1

NUMBER OF DISTRICTS**IN PROJECT:**

1

APPROVED PROJECT**AMOUNT:**

\$2,844

TOTAL NUMBER**OF PARTICIPANTS:**

8 (public school 8)

AUTHORIZED
REPRESENTATIVE: Mr. Donald J. Fornall
Principal
School District No. 1
Heart Butte, Montana 59448

TITLE OF PROJECT: Reading Skills

DESCRIPTION:

This project operates during the regular school term for approximately 24 weeks. One instructional aide works with identified youngsters to improve their reading skills. The instructional aide helps identified students individually and in small groups in and out of the classroom. The aide relieves the teacher of menial tasks so the teacher can concentrate on helping identified students.

PROJECT NUMBER: 71-22-0452-01-0120

NAME OF PRIME
APPLICANT: Clancy Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$2,516

TOTAL NUMBER
OF PARTICIPANTS: 13 (public school 13)

AUTHORIZED
REPRESENTATIVE: Mrs. Catherine Dodge, Principal
Clancy Elementary School
Clancy, Montana 59634

TITLE OF PROJECT: Reading Improvement

DESCRIPTION:

Two tutors hired on a part-time basis work with identified youngsters during the second semester for about eight weeks. A paraprofessional employee helps identified students individually and in small groups both inside and outside the classroom.

PROJECT NUMBER: 71-24-0474-01-0121

NAME OF PRIME
APPLICANT: Arlee Elementary School District No. 8

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$6,654

TOTAL NUMBER
OF PARTICIPANTS: 32 (public school 32)

AUTHORIZED
REPRESENTATIVE: Mr. T. J. Phillips
Superintendent of Schools
School District No. 8
Arlee, Montana 59821

TITLE OF PROJECT: Improvement of Reading and Math Skills; Dropout Prevention

DESCRIPTION:

This project has two components-a regular school year component for the elementary and a summer program for high school students. Tutors are hired to relieve the teacher of tasks so that the teacher can spend more time with identified Title I youngsters. Tutors also have a schedule when they work with identified youngsters under the supervision of the teacher.

The secondary school summer program lasting approximately one month employs three teachers to work with 16 students who have failed cognitive skills subjects of mathematics, science and English. Students are allowed to progress at their own rate. Upon completion of subject activity students are given credit for the work completed.

PROJECT NUMBER: 71-53-0925-01-0122

NAME OF PRIME
APPLICANT: Glasgow Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$38,758

TOTAL NUMBER
OF PARTICIPANTS: 91 (public school 91)

AUTHORIZED
REPRESENTATIVE: Mr. William C. Greer
Superintendent of Schools
Box 28
Glasgow, Montana 59230

TITLE OF PROJECT: Tutorial Remedial Program for Students of Low Academic Achievement

DESCRIPTION:

Three certificated elementary teachers and three instructional aides are employed on the elementary level in three self-contained transitional classrooms for grades 1, 2 and 3. Programmed materials and individualized instruction are offered to participants at their ability level so that they may proceed at their own learning rate. Individual counseling is provided by the Eastern Mental Health clinic and these services include evaluation of

social and emotional problems as well as parental guidance. Three certificated elementary teachers are employed in the junior high school to provide tutoring services to participants. Reading, language arts, mathematics and social science are provided so that students receive instruction suited to their level of performance. The high school program consists of individualized instruction in academic areas stressing reading, language arts, mathematics and social studies. Guidance counseling helps improve social, emotional and educational adjustments to school and society.

PROJECT NUMBER: 71-25-0489-01-0123

NAME OF
APPLICANT: Kessler Elementary School District No. 2

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$800

TOTAL NUMBER
OF PARTICIPANTS: 22 (public school 22)

AUTHORIZED
REPRESENTATIVE: Mr. Franklin G. Taylor
Principal
Kessler School
Kenwood Addition
Helena, Montana 59601

TITLE OF PROJECT: Individualized Instruction

DESCRIPTION:

This project operates during the regular school term for one semester. Project objectives of improving identified students' reading, science, math and social science skills are met by employing one teacher to work with identified students. The teacher helps students individually and in small groups outside the classroom. Appropriate audiovisual aids and instructional materials are used to assist the student in progressing at a comfortable rate.

PROJECT NUMBER: 71-56-0967-01-0124

NAME OF PRIME
APPLICANT: Lockwood Elementary School District No. 26

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$7,412

TOTAL NUMBER
OF PARTICIPANTS: 24 (public school 24)

AUTHORIZED
REPRESENTATIVE: Mr. Marvin Klampe, Principal
Lockwood Elementary School
Route 2
Billings, Montana 59101

TITLE OF PROJECT: Kindergarten

DESCRIPTION:

This summer program consists of a kindergarten for educationally disadvantaged pupils. A speech therapy program was organized for four identified students to correct communication deficiencies. A registered nurse is employed part-time to test vision and hearing and make referrals to professional personnel. Five teachers and five aides are utilized in a preschool program to prepare children for adjustment to the first grade. Each five year old child was tested, interviewed and observed to determine the priority needs of those children who would benefit most from a kindergarten program.

PROJECT NUMBER: 71-48-0848-01-0125

NAME OF PRIME
APPLICANT: Columbus School District No. 6

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$6,906

TOTAL NUMBER
OF PARTICIPANTS: 21 (public school 21)

AUTHORIZED
REPRESENTATIVE: Mr. Darle L. Hemmy
Superintendent of Schools
School District No. 6
Columbus, Montana 59019

TITLE OF PROJECT: Columbus School's Tutorial Program

DESCRIPTION:

During the second semester three teachers serve as tutors for the identified students. These teachers work in the areas of language arts and mathematics. Besides improved achievement in reading, language arts and mathematics it is hoped that the tutoring will help the students develop better study habits and upgrade their attitudes toward themselves and toward the school.

PROJECT NUMBER: 71-25-0492-01-0126

NAME OF PRIME
APPLICANT: East Helena Elementary School District No. 9

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$4,480

TOTAL NUMBER
OF PARTICIPANTS: 25 (public school 25)

AUTHORIZED
REPRESENTATIVE: Mr. Robert H. Radley
Superintendent of Schools
School District No. 9
East Helena, Montana 59635

TITLE OF PROJECT: Comprehensive SLD Resource Room

DESCRIPTION:

This project operates during the regular school term during the second semester. One teacher works with identified youngsters and psychological services are provided to achieve the objective of improving the social and emotional stability of each youngster, to improve his self-image and to improve his cognitive skills. The teacher works with identified students in a self-contained classroom in small groups. Appropriate audiovisual aids and instructional materials assist the student in progressing at a comfortable rate. The student's regular teachers are assisted by providing them background regarding the psychological makeup of each youngster.

PROJECT NUMBER: 71-42-0767-01-0127

NAME OF PRIME
APPLICANT: Cherry Creek Elementary School District No. 83

NUMBER OF DISTRICTS
IN PROJECT: 8

APPROVED PROJECT
AMOUNT: \$5,112

TOTAL NUMBER
OF PARTICIPANTS: 14 (public school 14)

AUTHORIZED
REPRESENTATIVE: Mrs. Mabel L. Ernster
County Superintendent of Schools
Richland County
Sidney, Montana 59270

TITLE OF PROJECT: Reading

DESCRIPTION:

Six part-time elementary teachers are employed in this cooperative project serving the rural districts in Richland County. An individualized instruction program is offered in reading, language arts and mathematics to help educationally disadvantaged students improve their classroom performance. A one-to-one teacher-pupil ratio is scheduled to determine what methods and techniques are used most effectively to meet the individual needs of the participants.

PROJECT NUMBER: 71-29-0547-01-0128**NAME OF PRIME****APPLICANT:** Circle Elementary School District No. 1**NUMBER OF DISTRICTS****IN PROJECT:** 2**APPROVED PROJECT****AMOUNT:** \$17,975**TOTAL NUMBER****OF PARTICIPANTS:** 60 (public school 60)**AUTHORIZED****REPRESENTATIVE:** Mr. Louis M. Schnebly
Superintendent of Schools
Circle, Montana 59215**TITLE OF PROJECT:**

A Project to Improve Basic Skills in Reading, Language Arts and Mathematics

DESCRIPTION:

This summer project is staffed by seven elementary teachers and three secondary teachers. Individualized instruction programs are established for each pupil based on his academic needs. Programmed materials are used to improve the attainment level of the identified students. The language arts program emphasizes speaking and writing, while the mathematics program provides activities relevant to student interests and abilities. Participants select activities to overcome weaknesses in mathematical concepts and processes. Psychological testing and evaluation programs are offered to those students who have social and emotional problems.

PROJECT NUMBER: 71-46-0827-01-0129**NAME OF PRIME****APPLICANT:** Plentywood Elementary School District No. 20**NUMBER OF DISTRICTS****IN PROJECT:** 3**APPROVED PROJECT****AMOUNT:** \$10,925

TOTAL NUMBER
OF PARTICIPANTS: 38 (public school 38)

AUTHORIZED
REPRESENTATIVE: Mr. Eugene Lagerquist
Superintendent of Schools
School District No. 20
Plentywood, Montana 59254

TITLE OF PROJECT: Reading Improvement and Speech Correction

DESCRIPTION:

This summer program consists of three elementary teachers, one secondary teacher, one speech therapist and three instructional aides. Remedial work on an individual basis is provided for 38 identified students, including mathematics and language arts. A qualified speech therapist works with seven students who have been diagnosed as needing additional work to correct speech deficiencies.

PROJECT NUMBER: 71-13-0243-01-0130

NAME OF PRIME
APPLICANT: Baker Elementary School District No. 12

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$13,350

TOTAL NUMBER
OF PARTICIPANTS: 42 (public school 42)

AUTHORIZED
REPRESENTATIVE: Mr. D. M. Hartwick
Superintendent of Schools
P. O. Box 659
Baker, Montana 59313

TITLE OF PROJECT: Language Arts, Mathematics and Study Skills Improvement

DESCRIPTION:

This summer project employs six elementary teachers, six secondary teachers and six tutors. Identified students are placed in an individualized mathematics program on a small group basis. Meaningful activities are introduced to make the basic concepts of mathematics more relevant to the student. Individualized instruction programs are established for each pupil in reading based on his performance level. The language arts program is designed to include activities that are meaningful to the pupils' life situations. A work study program will be or has been developed to improve the understanding of the principles underlying sound study methods and techniques.

PROJECT NUMBER: 71-43-0774-01-0131

NAME OF PRIME
APPLICANT: Frontier Elementary School District No. 3

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$4,564

TOTAL NUMBER
OF PARTICIPANTS: 15 (public school 15)

AUTHORIZED
REPRESENTATIVE: Mr. John K. Hane
Principal
Frontier Elementary School
Wolf Point, Montana 59201

TITLE OF PROJECT: Educational Enrichment Activities Project

DESCRIPTION:

This six-week program is planned for 15 educationally disadvantaged students. The project is planned around a series of field trips, one each week, and the instructional program is coordinated with academic subjects in order to provide individualized instruction for the participants. All areas of instruction are incorporated in the program. One certificated elementary teacher and one instructional aide make up the staff.

PROJECT NUMBER: 71-27-0519-01-0132

NAME OF PRIME
APPLICANT: Troy Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$4,801

TOTAL NUMBER
OF PARTICIPANTS: 18 (public school 18)

AUTHORIZED
REPRESENTATIVE: Mr. T. M. Rollins
Superintendent of Schools
School District No. 1
Troy, Montana 59935

TITLE OF PROJECT: Pre-School and Remedial Language Arts Program

DESCRIPTION:

This project operates during the summer for about one month. The project objective is to improve the reading skills of high school students. One teacher works with six students who report to the high school library each morning for two hours of individualized work.

In the elementary component, one teacher and two aides work with identified youngsters to achieve the objective of providing readiness activities for pre-school youngsters who exhibit emotional instability, shyness and a genuine need for reading, math and science skills. Project activity lasts about two hours each morning. Appropriate field trips and other stimulating activities are included.

PROJECT NUMBER: 71-31-0578-01-0133

NAME OF PRIME

APPLICANT: Superior Elementary School District No. 3

NUMBER OF DISTRICTS

IN PROJECT: 2

APPROVED PROJECT

AMOUNT: \$4,679

TOTAL NUMBER

OF PARTICIPANTS: 18 (public school 18)

AUTHORIZED

REPRESENTATIVE: Mr. James Koke
Superintendent of Schools
School District No. 3
Superior, Montana 59872

TITLE OF PROJECT: Remedial Reading and Math

DESCRIPTION:

This project operates during one summer month. Three full-time teachers work to improve the reading and math skills of identified students. Problem areas of each student are identified by tests, observation and teacher evaluations. Once problems are identified, action plans to solve each problem for each individual student are designed by the project teachers. The students are grouped into small sections at varying hours of the day. All approaches to solving problems and increasing students' performances are on a one-to-one basis. It is hoped that the performance levels will be raised in math and reading, attitude towards school and education will change and students' expectation levels will improve also. Students spend one and a half hours daily involved in class activity.

PROJECT NUMBER: 71-11-0206-01-0134

NAME OF PRIME

APPLICANT: Glendive School District No. 1

NUMBER OF DISTRICTS

IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$33,375

TOTAL NUMBER
OF PARTICIPANTS: 188 (public school 188)

AUTHORIZED
REPRESENTATIVE: Mr. Peter E. Bakken, Principal
Washington Elementary School
Glendive, Montana 59330

TITLE OF PROJECT: Summer School, Kindergarten and Basic Skills Improvement Program

DESCRIPTION:

This project is designed for a six-week summer program to improve reading and arithmetic skills of identified students in kindergarten through grade 8 who are performing below grade level in reading and arithmetic. The kindergarten program meets the physical, social and intellectual needs of each child through a balanced program of music, physical education, visual and auditory perception, number readiness and language arts activities. The reading and arithmetic program for identified children in the elementary grades includes individualized instruction in the areas of academic needs. Transportation is furnished the students living in rural areas who attend the summer session. Health and medical services are offered to those participants in the program who have a need of emergency treatment. Behavior modification approach is introduced to reinforce the acceptable social activities. Rewards are given in the learning areas of arithmetic, reading, language arts, attitudes toward school and academic achievement.

PROJECT NUMBER: 71-11-0207-01-0135

NAME OF PRIME
APPLICANT: Dawson County High School

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$18,205

TOTAL NUMBER
OF PARTICIPANTS: 57 (public school 52 youth not enrolled 5)

AUTHORIZED
REPRESENTATIVE: Mr. C. A. Harmala
Superintendent of Schools
School District No. 1
Glendive, Montana 59330

TITLE OF PROJECT: Improved Study Habits to Aid Retention

DESCRIPTION:

This project is designed to meet the needs of 57 identified students. Reading, speech and language arts are offered to those students who need special assistance to raise their attainment level to satisfactory performance standards. Guidance counseling is included to change the negative self image and attitude toward school and education. Mathematics, social science and natural science are included in the program to provide meaningful and relevant experiences to the participants. A series of field trips is offered in science, biology and earth science, climaxed by a three-day field trip to Mahoshika Park. At the park, academic classes are held in the lodge and out-of-doors. Small group sessions are held to establish better rapport between the counselor and the participants. An inservice training program on behavior modification and precision teaching was conducted for the Title I personnel.

PROJECT NUMBER: 71-16-0373-01-0136

NAME OF PRIME
APPLICANT: West Yellowstone School District No. 69

NUMBER OF DISTRICTS
IN PROJECT: 3

APPROVED PROJECT
AMOUNT: \$2,569

TOTAL NUMBER
OF PARTICIPANTS: 12 (public school 12)

AUTHORIZED
REPRESENTATIVE: Mr. Lester O. Brewer
Superintendent of Schools
School District No. 69
West Yellowstone, Montana 59758

TITLE OF PROJECT: Reading Laboratory Instruction

DESCRIPTION:

This project operates for five weeks during the summer. The program is held in two locations--West Yellowstone and Gallatin Gateway. The two locations offer similar programs with emphasis on student stimulation toward greater skills in reading and language.

PROJECT NUMBER: 71-04-0050-01-0137

NAME OF PRIME
APPLICANT: Cecelia Hazelton School District No. 7

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$4,785

TOTAL NUMBER
OF PARTICIPANTS: 25 (public school 25)

AUTHORIZED
REPRESENTATIVE: Mr. John S. McLellan
Superintendent of Schools
School District No. 7
Townsend, Montana 59644

TITLE OF PROJECT: Remedial Reading

DESCRIPTION:

Two teachers and two teacher aides are employed for six weeks during the summer to work with the identified students in the area of remedial reading. It is hoped that this program improves each student's classroom performance in reading, changes his attitude towards school and improves his attendance at school. Parents are involved in the program on a volunteer basis by assisting in playground duties in some instances, working with the slower children, helping with the snack breaks and correcting papers.

PROJECT NUMBER: 71-36-0647-01-0138

NAME OF PRIME
APPLICANT: Dodson School District No. 2-A

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$4,307

TOTAL NUMBER
OF PARTICIPANTS: 12 (public school 12)

AUTHORIZED
REPRESENTATIVE: Mr. Paul F. Caraher
Superintendent of Schools
School District No. 2-A
Dodson, Montana 59524

TITLE OF PROJECT: Summer Reading and Language Arts Project

DESCRIPTION:

In order to help the students involved in this project improve their ability in English, a full-time reading teacher works with the students as much as possible on a one-to-one basis. Teacher aides are available to further individualize the learning. Since most of the students involved in the reading program have short attention spans and a variety of home problems, which make them discipline problems in regular classes or potential dropouts, a guidance counselor works with these same persons on an individual basis. The guidance counselor also attempts to visit the students in their homes and to get to know the parents.

PROJECT NUMBER: 71-48-0861-01-0139

NAME OF PRIME
APPLICANT: Absarokee School District No. 52-C

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$3,815

TOTAL NUMBER
OF PARTICIPANTS: 11 (public school 11)

AUTHORIZED
REPRESENTATIVE: Mr. Therrill S. Averett
Superintendent of Schools
School District No. 52-C
Absarokee, Montana 59001

TITLE OF PROJECT: Improvement of Basic Skills

DESCRIPTION:

This project operates for eight weeks during the summer. The emphasis of the program is in the areas of English, language arts, mathematics and natural science. A qualified remedial reading teacher gives individual instruction to each elementary and high school participant. A qualified mathematics and science instructor teaches the basics of math and science. The program consists of 40 hours of instruction.

Two field trips are planned for the students in the program: to Mystic Lake Power Plant and to the Red Lodge Zoo of Montana Wildlife.

PROJECT NUMBER: 71-47-0840-01-0140

NAME OF PRIME
APPLICANT: Butte High School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$39,208

TOTAL NUMBER
OF PARTICIPANTS: 125 (public school 80 non-public school 30 youth not enrolled 15)

AUTHORIZED
REPRESENTATIVE: Mr. Leroy Casagrande
Authorized Representative
School District No. 1
Butte, Montana 59701

TITLE OF PROJECT: Dropout Prevention

DESCRIPTION:

During the nine-week summer project, 14 teachers hope to reduce the dropout rate. Specific instruction is provided in English, mathematics, science and vocational education. Guidance counselors attempt to improve the self-image and to change negative attitudes toward school and education, to raise the occupational and educational aspiration levels and to increase expectations of success in school. Summer school activity is established on a flexible modular schedule where students will be enrolled in classes depending upon ability and need. By making up the academic deficiencies, students will be able to continue education with their peers. About 20 students will be able to graduate from high school as a result of the summer program.

PROJECT NUMBER: 71-12-0236-01-0141

NAME OF PRIME

APPLICANT: Anaconda Elementary School District No. 10

NUMBER OF DISTRICTS

IN PROJECT: 3

APPROVED PROJECT

AMOUNT: \$32,133

TOTAL NUMBER

OF PARTICIPANTS: 282 (public school 154 non-public school 76 youth not enrolled 52)

AUTHORIZED

REPRESENTATIVE: Mr. William N. Sagin
Federal Programs Coordinator
Fifth and Main
Anaconda, Montana 59711

TITLE OF PROJECT: The Improvement of Reading and Mathematics Skills

DESCRIPTION:

This project is conducted for five weeks during the summer and includes three basic components: pre-school, elementary grades I through 6 and secondary grades 7 through 12.

In the pre-school activities students gain experience which helps to develop reading skills. Specific skills taught are learning to follow simple instructions, to discriminate sounds, to determine visually, to learn oral expression, to classify and to learn left to right progression. Students work in small groups of no more than eight or ten youngsters with a teacher and an aide assigned to each class. Five teachers and five aides work with the 40 participating students.

The elementary component of the program has identified students working in small groups with 12 teachers and 12 aides working with no more than eight to ten youngsters for the five weeks. Students are in class for three hours and are given ample opportunity to participate in the educationally motivated reading activity which is enjoyable and be at a level the student can comprehend.

The secondary component of this project has three basic cognitive skills involved--math, social science and business education. The objectives in the secondary component provide performance skills in mathematics, social science and business education. Students with handicaps in math and social science receive small-group instruction. No more than eight to ten students are in each of the five sections. Individual instruction techniques are employed.

In addition, the nurse gathers medical data and provides follow-through activities for those youngsters whose medical deficiencies will adversely affect their ability to learn.

PROJECT NUMBER: 71-16-0347-01-0142

NAME OF PRIME
APPLICANT: Manhattan School District No. 3

NUMBER OF DISTRICTS
IN PROJECT: 4

APPROVED PROJECT
AMOUNT: \$5,351

TOTAL NUMBER
OF PARTICIPANTS: 14 (public school 9 non-public school 5)

AUTHORIZED
REPRESENTATIVE: Mr. Clint N. Collins
School District No. 3
Manhattan, Montana 59741

TITLE OF PROJECT: Basic Skills Improvement

DESCRIPTION:

This summer program concentrates in the areas of reading and mathematics. The reading program includes instruction in various reading skills, together with oral participation by the students. Lessons in speech correction are employed when necessary. In mathematics a discovery approach is used. Hopefully, the students learn not only how to do the problems but understand concepts and relationships in mathematics.

PROJECT NUMBER: 71-08-0153-01-0143

NAME OF PRIME
APPLICANT: Geraldine School District No. 44

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$6,096

TOTAL NUMBER
OF PARTICIPANTS: 16 (public school 16)

AUTHORIZED
REPRESENTATIVE: Mr. Stan Smith
Superintendent of Schools
School Districts No. 44 and 3
Geraldine, Montana 59446

TITLE OF PROJECT: Reading and Natural Science

DESCRIPTION:

This summer program has two components--reading and natural science. The reading program is for the elementary students. Three classes are held and the students receive instruction on an individual basis or in a small group with no more than four students at any one time. The high school students receive instruction in the natural sciences. An essential part of this program is a field trip to study plants and animals in their natural habitat. Following the field trip the students spent approximately 42 hours in the laboratory pressing the plant specimens and preserving any animals they may have collected. Upon completion of the classification of the collective specimens, a report was written and will be used to form an informational unit of the general ecology of the White Cliffs area at the Missouri River.

PROJECT NUMBER: 71-27-0522-01-0144

NAME OF PRIME
APPLICANT: Libby Elementary School District No. 4

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$7,393

TOTAL NUMBER
OF PARTICIPANTS: 28 (public school 26 non-public school 2)

AUTHORIZED
REPRESENTATIVE: Mr. James F. Watkins
Superintendent of Schools
School District No. 4
Libby, Montana 59923

TITLE OF PROJECT: Attention Span Improvement

DESCRIPTION:

This project operates during one summer month. Five teachers and supportive services--emergency medical and dental treatment, nursing care and a breakfast program--contribute to achieving the objective of improving the attention span of identified youngsters. The students are involved in large-group activity and small-group activity each week, followed by an activity period which allows the student to continue his studies individually. Teachers, when not involved in the actual instruction, serve as observers, each recording the attention span of three separate students by using a prepared checklist. Checklist results are compared with the instructional procedure to ascertain what teacher changes will increase the student's attention span. The use of large and small groups provides information about the effectiveness of different instructional procedures when used with various sized groups. Each week the project students participate in a field experience which reinforces the classroom experiences of the week.

PROJECT NUMBER: 71-27-0522-01-0145

NAME OF PRIME
APPLICANT: Libby High School District No. 4

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$7,256

TOTAL NUMBER
OF PARTICIPANTS: 23 (public school 20 youth not enrolled 3)

AUTHORIZED
REPRESENTATIVE: Mr. James F. Watkins
Superintendent of Schools
School District No. 4
Libby, Montana 59923

TITLE OF PROJECT: Dropout Reduction

DESCRIPTION:

This project operates during one summer month. The objectives of reducing the dropout rate, improving language art skills, improving mathematics skills and improving attitude toward school and education are met with the help of four teachers, one nurse and one counselor. The teachers help students working in small groups improve their cognitive skills. The guidance counselor schedules time periods for individual counseling sessions. Additionally, group counseling sessions stressing the individual's role in school and society are taught by the counselor. During these sessions, process skills of group interaction are taught. A mathematics laboratory is equipped with manipulative devices, mathematical games, puzzles and audiovisual materials to teach mathematical concept. A tachistoscope and controlled reader are provided for individual and small group reading. Other printed materials, including paperback books, are available to students as are library facilities. A time block is provided to aid the student in exploring any area of English which he chooses with the help of the teacher and counselor. The student contracts with the instructor for a certain academic achievement based on what he feels he can accomplish. In this contract the student lists his objectives and the tools by which he will achieve these objectives. The instructor, using the inquiry approach, leads small group discussions on local problems. Local businesses, institutions and government are considered. The student recommends solutions to the problems. Field trips are also a part of this activity.

PROJECT NUMBER: 71-45-0807-01-0146

NAME OF PRIME
APPLICANT: Trout Creek Elementary School District No. 6

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$2,499

TOTAL NUMBER
OF PARTICIPANTS: 13 (public school 13)

AUTHORIZED
REPRESENTATIVE: Mr. E. Edgar Taylor
Principal
School District No. 6
Trout Creek, Montana 59874

TITLE OF PROJECT: Basic Skills Improvement

DESCRIPTION:

Four teachers work with identified students during the summer at Noxon and at Trout Creek to improve the reading and math skills of each student. Small-group instructional techniques are employed calling upon the appropriate audiovisual aids and instructional materials to augment instruction and to provide the individualized approach for each youngster.

PROJECT NUMBER: 71-18-0399-01-0147

NAME OF PRIME
APPLICANT: Babb Elementary School District No. 8

NUMBER OF DISTRICTS
IN PROJECT: 1

APPROVED PROJECT
AMOUNT: \$3,435

TOTAL NUMBER
OF PARTICIPANTS: 9 (public school 9)

AUTHORIZED
REPRESENTATIVE: Mrs. Iola Powell
Clerk
School District No. 8
Babb, Montana 59411

TITLE OF PROJECT: Reading and Attitude Improvement

DESCRIPTION:

Two teachers work with the identified youngsters in an effort to improve each child's reading ability and attitude. Supportive services are offered to those students whose needs are the greatest. Specific supportive services include health services, breakfast and lunch and work experience for all students. Field trips are also included in an effort to make the classroom instruction more relevant.

PROJECT NUMBER: 71-18-0403-01-0148

NAME OF PRIME
APPLICANT: Cut Bank High School District No. 15

NUMBER OF DISTRICTS
IN PROJECT: 2

APPROVED PROJECT
AMOUNT: \$11,716

TOTAL NUMBER
OF PARTICIPANTS: 97 (public school 97)

AUTHORIZED
REPRESENTATIVE: Mr. John H. Dallum
Cut Bank High School
Cut Bank, Montana 59427

TITLE OF PROJECT: Cut Bank Summer School Project

DESCRIPTION:

This project operates during the summer for seven weeks. With the help of 16 teachers working with identified students, the project should achieve the objectives of improving math, science, social science, business education, English, industrial arts and P.E. The intent of the activity is to help identify students in small-group activity improve their skills in the cognitive skills areas. A unique feature of this project is the use of industrial arts to improve reading, mathematics and language arts activities, as well as to provide manipulative skills instruction for identified students.

PROJECT NUMBER: 71-15-1184-01-0149

NAME OF PRIME
APPLICANT: West Valley Elementary School District No. 1

NUMBER OF DISTRICTS
IN PROJECT: 14

APPROVED PROJECT
AMOUNT: \$1,968

TOTAL NUMBER
OF PARTICIPANTS: 35 (public school 35)

AUTHORIZED
REPRESENTATIVE: Mrs. Grace Hansen
County Superintendent of Schools
Flathead County
Kalispell, Montana 59901

TITLE OF PROJECT: Remedial Reading

DESCRIPTION:

This cooperative project operates four weeks during the summer. Five project sites are located strategically throughout Flathead County to benefit the 14 participating districts. At each location one teacher and one aide are working with identified youngsters to help them with their reading and mathematics. Primarily, instructional activity occurs in small groups; however, individual attention is given to those students who must have it. Supportive services in the form of emergency dental care are being provided those students whose dental needs are affecting their ability to learn.

INDEX BY COUNTY

This index is designed to provide the reader with easy identification of ESEA Title I projects by county.

BEAVERHEAD COUNTY

71-01-0005-01-0037
71-01-0008-01-0090
71-01-0006-01-0093

BIG HORN COUNTY

71-02-0023-01-0018
71-02-0025-01-0049
71-02-0022-01-0092

BLAINE COUNTY

71-03-0030-01-0012
71-03-0046-01-0050
71-03-0028-01-0061

BROADWATER COUNTY

71-04-0050-01-0137

CARBON COUNTY

71-05-0056-01-0074
71-05-0073-01-0085
71-05-0061-01-0099

CARTER COUNTY

71-06-0087-01-0063

CASCADE COUNTY

71-07-0098-01-0031
71-07-0118-01-0060
71-07-0104-01-0104

CHOUTEAU COUNTY

71-08-0133-01-0005
71-08-0145-01-0041
71-37-0681-01-0097*
71-08-0137-01-0113
71-08-0153-01-0143

DANIELS COUNTY

71-10-0193-01-0038
71-10-0199-01-0069

DAWSON COUNTY

71-11-0206-01-0134
71-11-0207-01-0135

DEER LODGE COUNTY

71-12-0236-01-0141

FALLON COUNTY

71-13-0255-01-0098
71-13-0243-01-0130

FERGUS COUNTY

71-14-0268-01-0053
71-14-0281-01-0056
71-14-0273-01-0065
71-14-0258-01-0095
71-14-0290-01-0107

FLATHEAD COUNTY

71-15-0339-01-0047
71-15-0334-01-0048
71-15-0312-01-0058
71-15-0310-01-0073
71-15-1184-01-0149**

GALLATIN COUNTY

71-16-0368-01-0039
71-16-0350-01-0042
71-16-0360-01-0109
71-16-0373-01-0136
71-16-0347-01-0142

GARFIELD COUNTY

71-17-0377-01-0019
71-17-0378-01-0100

* The applicant district for this project is located in another county.

** Eleven districts in this project used FY '70 carry-over funds to support the project activities.

GLACIER COUNTY

71-18-0400-01-0009
71-18-0403-01-0033
71-18-0399-01-0147
71-18-0403-01-0148

GOLDEN VALLEY COUNTY

71-56-0979-01-0101*

HILL COUNTY

71-21-0427-01-0017
71-21-0425-01-0054
71-21-0438-01-0062

JEFFERSON COUNTY

71-22-0453-01-0011
71-22-0456-01-0094
71-22-0452-01-0120

JUDITH BASIN COUNTY

71-23-0463-01-0070
71-23-0472-01-0105

LAKE COUNTY

71-24-1199-01-0006
71-24-0480-01-0034
71-24-0477-01-0043
71-24-0474-01-0121

LEWIS & CLARK COUNTY

71-25-0487-01-0036
71-25-0489-01-0123
71-25-0492-01-0126

LIBERTY COUNTY

71-26-0510-01-0106

LINCOLN COUNTY

71-27-0521-01-0068
71-27-0527-01-0084
71-27-0519-01-0132
71-27-0521-01-0144
71-27-0522-01-0145

MADISON COUNTY

71-28-0539-01-0079
71-28-0540-01-0082**

MC CONE COUNTY

71-29-0547-01-0128
71-43-0774-01-0131*

MEAGHER COUNTY

71-30-0570-01-0016

MINERAL COUNTY

71-31-0578-01-0133

MISSOULA COUNTY

71-32-0584-01-0021
71-32-0583-01-0022

MUSSELSHELL COUNTY

71-33-0607-01-0077
71-33-0605-01-0086

PARK COUNTY

71-34-0614-01-0040
71-34-0612-01-0046
71-34-0626-01-0108
71-34-0613-01-0116

PETROLEUM COUNTY

71-35-0641-01-0002

PHILLIPS COUNTY

71-36-0659-01-0015
71-36-1203-01-0020
71-36-0647-01-0138

PONDERA COUNTY

71-37-0679-01-0008
71-37-0674-01-0059
71-37-0681-01-0097
71-37-0670-01-0119

* The applicant district for this project is located in another county.

** A cooperative project involving a school district and a state institution.

POWDER RIVER COUNTY

71-38-0705-01-0081

POWELL COUNTY

71-39-0712-01-0057
71-39-0713-01-0112

PRAIRIE COUNTY

71-40-0725-01-0024

RAVALLI COUNTY

71-41-0732-01-0007
71-41-0734-01-0010
71-41-0739-01-0028
71-41-0737-01-0032
71-41-0730-01-0051

RICHLAND COUNTY

71-42-0747-01-0004
71-42-0750-01-0026
71-42-0745-01-0075
71-42-0768-01-0083
71-42-0767-01-0127

ROOSEVELT COUNTY

71-43-0782-01-0013
71-43-0777-01-0027
71-43-0780-01-0035
71-43-0775-01-0055
71-43-0778-01-0088
71-43-0786-01-0102
71-43-0774-01-0131

ROSEBUD COUNTY

71-44-0791-01-0025
71-44-0800-01-0045
71-44-0792-01-0052
71-44-0797-01-0064
71-33-0607-01-0077*
71-44-0794-01-0089

SANDERS COUNTY

71-45-0804-01-0078
71-45-0815-01-0080
71-45-0802-01-0103
71-45-0807-01-0146

SHERIDAN COUNTY

71-46-0821-01-0072
71-46-0825-01-0087
71-46-0827-01-0129

SILVER BOW COUNTY

71-47-0840-01-0029
71-47-0840-01-0140

STILLWATER COUNTY

71-48-0846-01-0030
71-56-0979-01-0101*
71-48-0848-01-0125
71-48-0861-01-0139

SWEET GRASS COUNTY

71-49-0865-01-0014
71-49-0882-01-0076

TETON COUNTY

71-50-0883-01-0067
71-50-0890-01-0110

TOOLE COUNTY

71-51-0911-01-0111
71-51-0919-01-0115
71-51-0902-01-0117

VALLEY COUNTY

71-36-1203-01-0020*
71-53-0936-01-0023
71-53-0934-01-0114
71-53-0925-01-0122

WHEATLAND COUNTY

71-54-0946-01-0118

WIBAUX COUNTY

71-55-0954-01-0066

YELLOWSTONE COUNTY

71-56-0970-01-0001
71-56-0983-01-0003
71-56-0965-01-0044
71-56-0981-01-0071
71-56-0985-01-0091
71-56-0979-01-0101
71-56-0967-01-0124

*The applicant district for this project is located in another county.

